

Year 3 Writing Framework



The following writing framework should be taught with the following themes running through all units of work:

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

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Pupils should be taught to: Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials ☐ indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

C = Coverage **N = New Learning** **R = Recall of prior learning** **S = Spellings (SR = Spelling Recall)**

Terms	Autumn		Spring		Summer	
topics						
Coverage. Teachers must teach the conventions of the genre alongside GAPs and	Recount – descriptive writing	Narrative Form: Historical Fantasy	persuasive writing adverts, posters etc.	Poetry and Performance	Information texts and non-chronological writing	Explanation texts
		Letter writing		Play scripts		
			Assessment			Assessment
Non-negotiables – what MUST be embedded learning in the vast majority of children.	Non-negotiables: Capital letters and full stops Exclamation marks and question marks Understand what key words are in a sentence i.e. noun, adjective, verb and adverb. Understanding past and present tense and be able to use both appropriately Understand where to use a comma	Non-negotiables: Basic sentence punctuation How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Vowels and consonants	Non-negotiables: Basic sentence punctuation How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence Vowels and consonants	Non-negotiables: Basic sentence punctuation How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence Vowels and consonants	Non-negotiables: Basic sentence punctuation How to plan and draft writing adapting this to different genres Proof reading their work for spelling and punctuation errors Knowledge and use of conjunctions to join clauses in a sentence How to use inverted commas	The vast majority of lessons in this term should be REVISION of prior learning to ensure children are ready for the KS2 curriculum.
Weeks						

	Use of apostrophe for missing letters or possession				How to set work out in paragraphs	
1	<p>C – Recount/descriptive writing</p> <p>Spend time recalling the features of this genre, understanding how to construct a recount.</p> <p>R – basic sentence punctuation including capital letters, full stops,</p>	<p>C - Narrative</p> <p>R – fronted adverbials</p> <p>R – proof read for errors</p> <p>R - Plan and draft</p> <p>R – extend sentences by joining clauses with wider range of conjunctions</p> <p>N – introduce inverted commas to denote speech</p>	<p>C – persuasive writing</p> <p>R – plan and drafting writing</p> <p>R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions,</p> <p>N - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>C - Poetry</p> <p>R – Plan and draft writing</p> <p>R – joining clauses with a wider range of conjunctions</p> <p>R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>N - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p>C – information texts and non-chronological writing</p> <p>R – plan and draft writing</p> <p>R – word families</p> <p>N – Introduce paragraphs as a way to group related material</p>	<p>R – plan and draft writing</p> <p>R – Introduce paragraphs as a way to group related material</p> <p>R – using inverted commas to denote speech</p> <p>N - how to indicate possession by using the possessive apostrophe with plural nouns</p>
2	<p>N- pupils should be taught to plan and draft their writing as in the programmes of study;</p> <p>N - proof-read for spelling and punctuation errors</p>	<p>R – fronted adverbials</p> <p>R – proof read for errors</p> <p>R - Plan and draft</p> <p>R – use inverted commas to denote speech</p> <p>R – extend sentences by joining clauses with wider range of conjunctions</p>	<p>R – fronted adverbials</p> <p>R – commas after fronted adverbials</p>	<p>R - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>N - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</p>	<p>R – fronted adverbials</p> <p>R – proof read for errors</p> <p>R - Plan and draft</p> <p>R – use inverted commas to denote speech</p> <p>R – extend sentences by joining clauses with wider range of conjunctions</p>	<p>R – plan and draft writing</p> <p>R – Introduce paragraphs as a way to group related material</p> <p>R – using inverted commas to denote speech</p> <p>R - how to indicate possession by using the possessive apostrophe with plural nouns</p>
3	<p>R – plan and drafting writing</p> <p>R – nouns, verbs, adjectives, adverbs</p> <p>N – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, ie expressing time, place and cause using conjunctions [for</p>	<p>R –use inverted commas to denote speech</p> <p>R – what are vowels and what are consonants?</p>	<p>R – fronted adverbials</p> <p>R – commas after fronted adverbials</p>	<p>R - Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>R - evaluate and edit by assessing the effectiveness of</p>	<p>R – fronted adverbials</p> <p>R – proof read for errors</p> <p>R - Plan and draft</p> <p>R – use inverted commas to denote speech</p> <p>R – extend sentences by joining clauses with wider range of conjunctions</p> <p>N – Introduce the use of headings and sub-headings to aid presentation</p>	<p>R – plan and draft writing</p> <p>R – Introduce paragraphs as a way to group related material</p> <p>R – using inverted commas to denote speech</p> <p>R - how to indicate possession by using the possessive apostrophe with plural nouns</p>

	example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]			their own and others' writing and suggesting improvements		
4	R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions	C – letter writing R – plan and draft writing N – direct teach the structure and form of a letter N - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	R - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] N – What are prepositions?	N – what are pronouns? What are personal pronouns? Can we use them accurately and effectively in sentences and can we spot how to improve the writing of others in relation to their use?	R – use paragraphs as a way to group related material R – use headings and sub-headings to aid presentation	R – Revise the use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
5	R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions N – fronted adverbials N – commas after fronted adverbials	R – plan and drafting writing R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, N – what is a subordinate clause?	R – using prepositions	C – Play Scripts N - differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].	R – use paragraphs as a way to group related material R – use headings and sub-headings to aid presentation	R – Revise the use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
6	R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions R – fronted adverbials R – commas after fronted adverbials	R – direct teach the structure and form of a letter R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		R – plan and drafting writing R – in re-drafting, pupils should be taught to extending the range of sentences with more than one clause by using a wider range of conjunctions, R - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	R – consistently use : paragraphs as a way to group related material headings and sub-headings to aid presentation	
Terminology check for each term	, conjunction word family, clause, direct speech consonant,	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant,	preposition, conjunction word family, prefix clause, subordinate clause direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech

	consonant letter vowel, vowel letter	consonant letter vowel, vowel letter inverted commas (or 'speech marks')	consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Spelling work: Please highlight the common exception words you are teaching each term. Phonics spelling patterns will be done through Read/write inc	<ul style="list-style-type: none"> • Word List Y3/4 • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt 'ou' i.e. young, touch • 	<ul style="list-style-type: none"> • Word List Y3/4 • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with the prefixes dis, mis, in 	<ul style="list-style-type: none"> • Word list Y3/4 • <u>Suffix spellings:</u> • The suffix 'ation' • The suffix 'ly' • The suffix 'ous' • 	Word list Y3/4	Word List Y3/4 R – what is a homophone N – near homophones affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Revise all Y3 spellings