

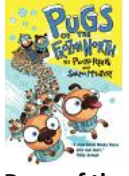

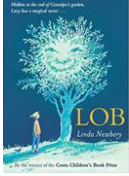

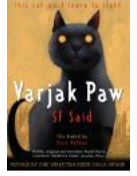


Toft Hill Primary School - Year 3 Writing LTP

	Autumn			Spring		Summer	
Texts	 The Iron Man – Ted Hughes	 Marshmallow Clouds - Ted Kooser, Connie Wanek, Richard Jones (Illustrator)	 Pugs of the frozen North - Philip Reeve and Sarah McIntyre	 One Plastic Bag – Miranda Paul	 Lob – Linda Newbery	 Charlotte's Web – E B White	 Varjak Paw - S F Said and Dave McKean
Writing focus	Character profile Diary Entry Description/narrative	Poetry	Diary entry Race programme Narrative	Explanation text Instructions	Diary entry Persuasive letter Explanation text	Non-Chronological report Newspaper report Letter	Narrative Persuasion
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> uses a wide range of <u>conjunctions</u> to join sentences and develop ideas Begins to use examples of subordination to vary sentence openers uses pronouns to avoid repetition uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction some of the time Begins to use apostrophe for singular possession uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel begins to select words for effect (expanding vocabulary) 			<ul style="list-style-type: none"> begins to use apostrophe for plural possession begins to use <u>inverted commas</u> to punctuate <u>direct speech</u> Uses <u>subordinate clauses</u> to open sentences accurately some of the time uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction some of the time Uses apostrophe for singular possession accurately some of the time selects words for effect to support purpose and engage readers' interests 		<ul style="list-style-type: none"> expresses time, place and cause using; conjunctions (e.g. <i>when, before, after, while, so, because</i>) adverbs (e.g. <i>then, next, soon, therefore</i>) <u>prepositions</u> (e.g. <i>before, after, during, in, because, of</i>) Uses <u>subordinate clauses</u> to open sentences accurately most of the time uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech most of the time Uses <u>apostrophe for singular possession accurately most of the time</u> uses the present perfect form of verbs instead of the simple past Uses noun phrases expanded with the addition of adjectives, nouns or prepositional phrases accurately (most of the time) Continues to use capital letters for proper nouns accurately (demarcate sentences) 	

Writing Composition/ Process	<ul style="list-style-type: none"> • begins to use paragraphs to group related material • uses a range of planning strategies and tools • becomes more aware of the audience and purpose of different types of writing • discusses and records ideas 	<ul style="list-style-type: none"> • uses headings and sub-headings to aid presentation • writes for a range of real purposes and audiences as part of their work across the curriculum • 	<ul style="list-style-type: none"> • structures and organises writing with a beginning, middle and end across a range of text types • uses texts similar to those that they are planning to write, to understand and learn from its structure • assesses the effectiveness of own and others' writing • proof reads for spelling, grammar and punctuation errors and self-corrects •
Handwriting	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined. 	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined. 	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.
Spelling	<ul style="list-style-type: none"> • words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i> • words containing the /u/ sound spelt <i>ou</i> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>) • 	<ul style="list-style-type: none"> • the /i/ sound spelt <i>y</i> elsewhere than at the of words • possessive apostrophe with regular plural words • words using <u>prefixes</u>; <i>un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i> • formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i> 	<ul style="list-style-type: none"> • spells some words from the National Curriculum word list for Years 3 and 4 • begins to use a dictionary to check spellings • can spell words using knowledge of <u>word family</u>