Year 3 Woodland Writing LTP

	Year 3 and 4 Writing National Curriculum								
Transcription: Spelling	Pupils should be taught to:								
See English Appendix 1	 Use further prefixes and suffixes and understand how to add them (English Appendix 1) 								
	Spell further homophones								
	 Spell words that are often misspelt (<u>English Appendix 1</u>) 								
	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys	'] and in words with irregular plurals [for example							
	 Use the first two or three letters of a word to check its spelling in a dictionary 								
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation	on taught so far.							
Transcription: Handwriting	Pupils should be taught to:								
	Use the diagonal and horizontal strokes that are needed to join letters and understand which lett	-							
	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that	the downstrokes of letters are parallel and equid							
	that the ascenders and descenders of letters do not touch].								
Composition	Pupils should be taught to:								
See English Appendix 2	Plan their writing by:								
	* discussing writing similar to that which they are planning to write in order to understand an	d learn from its structure, vocabulary and gramm							
	* 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								
	* organising paragraphs around a theme. Appendix 2 wording for: Year 3 - 'Introduction to paragraphs as a way to group related material.' Year								
	* in narratives, creating settings, characters and plot. (Further note: This is objective is broken down across the year to give each narrative a foc								
	* in non-narrative material, using simple organisational devices [for example, headings and su	ib-neadings]							
	 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 and particulation errors 								
Vocabulary, grammar and	Pupils should be taught to:								
punctuation	 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 conju	unctions including when if because although							
See English Appendix 2	* using the present perfect form of verbs in contrast to the past tense								
	 * 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 Appendix 2 states, 'within and across sentences 								
	* using conjunctions, adverbs and prepositions to express time, place and cause See National								
	* using fronted adverbials								
	* learning the grammar for years 3 and 4 in English Appendix 2								
	 Indicate grammatical and other features by: 								
	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 Appendix 2 wording for: Year 3 - Introduction to invert	ted commas to punctuate direct speech.' Year 4 -							
	indicate direct speech.'								
	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriate the second sec	riately when discussing their writing and reading.							
	Additional detail mentioned in Appendix 2	Additional detail							
	* Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	* Standard English forms for verb inflections in							
	[for example, a rock, <u>an open box]</u>	instead of we was, or I did instead of I done]							
	* Word families based on common words, showing how words are related in form and meaning [for	* Noun phrases expanded by the addition of m							
	example, solve, solution, solver, dissolve, insoluble]	(e.g. the teacher expanded to: the strict maths							
	* Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct	* Terminology: determiner, pronoun, possessiv							



ple, children's]

t unjoined uidistant; that lines of writing are spaced sufficiently so

nmar

ge of sentence structures (<u>English Appendix 2</u>) Year 4 – 'Use of paragraphs to organise ideas.' *focus*).

ing is clear.

es...' les.

4 – 'Use of inverted commas and other punctuation to

il mentioned in Appendix 2 instead of local spoken forms [for example, we were

modifying adjectives, nouns and preposition phrases hs teacher with curly hair) ssive pronoun, adverbial

Year 3 Writing LTP

Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Class Text		Stone Age Boy												
Writing Outcome Writing Hook	Teacher Discretion		Fiction ey or Losing or F ost Happy Endin		Rec Stone Age	Fiction count e trip to the seum	Teacher discretion		Fiction ing Story - Jou Stone Age Boy	rney	Non Fi Instruc DT L	tions	Teacher	Discretion
Composition		they are pl understand vocabulary • discussing Draft and write • composing orally	writing similar to anning to write d and learn from and grammar and recording id	in order to its structure, leas sentences	to that wh planning to to underst from its str vocabulary discussing ideas Draft and write composing rehearsing orally	writing similar nich they are o write in order and and learn ructure, y and grammar and recording e by: g and g sentences rrative material, ole		 discussing w they are pla understand vocabulary a discussing a Draft and write composing a orally in narratives and plot Evaluate and ed Proof-read errors Read aloud or the whole intonation a 	 in narratives, creating settings, characters and plot composing and rehearsing sentences orally in non-narrative material, using simple organisational 					
Vocabulary Grammar Punctuation		more than range of co because, a choosing n for clarity o repetition Noun phra	ouns or pronoun and cohesion and ses expanded by ng adjectives, no	sing a wider uding when, if, as appropriately d to avoid y the addition	sentences than one of a wider ran conjunctio when, if, b although Noun phra by the add modifying nouns and <i>using conju</i> adverbs an	ons, including because, ases expanded lition of adjectives, I preposition		 more than or range of correct because, alt choosing no appropriate to avoid rep Noun phrase 	uns or pronour ly for clarity an etition es expanded by g adjectives, no	sing a wider uding when, if, ns d cohesion and r the addition	 extending the sentences with one clause by range of conjutincluding whe although Use and spell prefixes and set 	h more than using a wider inctions, n, if, because,		

Ongoing discrete skills														
Weekly Spelling Focus		Simple past tense 'ed'	Adding 'ed', 'er' and 'est' to words ending in 'y'	Adding 'ing' to a word ending in 'y'	Adding 'ing'. 'ed', 'er', 'est' and 'y' to words ending in 'e'	Adding 'ing', 'ed', 'er', 'est' and 'y' to words with a short vowel sound (double the consonant)	Recap and Review	Stressed 'er' spelt with 'or' and 'or' spelt 'ar'	Contractions	Possessive apostrophe	Homophones	Suffixes 'ment', 'ness' and 'ful'	Suffixes 'less and 'ly'	Words ending in 'tion'
Example vocabulary		hopped, skipped, jumped, wiggled, ran, went, swam	copier, happier, funnier, happiest, driest	copying, crying, replying, marrying, carrying, flying, trying, drying, skiing	hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny		word, work, worm, world, worth, worst, war, warm, towards, ward			there, their, they're, here, hear, see, sea, to, too, two, be, bee, bare, bear, one, won, son, sun, night, knight, blue, blew, hole, whole	enjoyment, sadness, careful, playful, plainness, argument, happiness, cheerful	badly, happily, lovely, slowly, quickly, hopeless, careless, fearless	station, fiction, motion, national, section, addition, subtraction, potion, option

Spring term

Spring term	1	1	[1	T		1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Class Text						The Egypti	gyptian Cinderella								
Writing Outcome	Poetry Clerihew	Fiction Beating the Monster				Fiction mation		Fiction Fantasy		Non Fic Recou	Teacher				
Writing Hook		The Magic a	and the Mummy ex	ttract - TWS	Tutan	khamun	Jeff Brown's F	Flat Stanley: The Gr Grave Robbery	eat Egyptian	Howard Carter disco	Discretion				
Composition	 Plan their writing by: discussing and recording ideas Draft and write by: composing and rehearsing 	planning to w from its struct discussing and Draft and write by composing ar	iting similar to that rrite in order to und ture, vocabulary an d recording ideas y: nd rehearsing sente creating settings, c	erstand and learn d grammar nces orally	which they ar in order to ur from its struc and grammar	iting similar to that re planning to write iderstand and learn ture, vocabulary d recording ideas y: nd rehearsing	 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 in narratives, creating settings, characters and plot 			 Plan their writing by: discussing writing which they are pla order to understatist structure, vocal grammar discussing and rec Draft and write by: composing and rel sentences orally 	nning to write in nd and learn from bulary and ording ideas				

	sentences orally Evaluate and edit by: • 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.	 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. assessing the effectiveness of their own and others' writing and suggesting improvements 	 in non-narrative material, using simple organisational Evaluate and edit by: 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. 	 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. assessing the effectiveness of their own and others' writing and suggesting improvements 	 in non-narrative material, using simple organisational Evaluate and edit by: 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. 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
Vocabulary Grammar Punctuation	 Understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition Use fronted adverbials Using and punctuating direct speech 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition using conjunctions, adverbs and prepositions to express time, place and cause indicating possession by using the possessive apostrophe with plural nouns 	 than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition Use fronted adverbials Using and punctuating direct speech 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition using conjunctions, adverbs and prepositions to express time, place and cause indicating possession by using the possessive apostrophe with plural nouns using the present perfect form of verbs in contrast to the past tense
Ongoing discrete skills	Increase the liContinued for	nal and horizontal strokes that are needed to join letters egibility, consistency and quality of their handwriting cus on basic skills. ish forms for verb inflections instead of local spoken forn		acent to one another, are best left unjoined	

Summer term

<u>mmer term</u>														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Class Text							Building Boy	/						
Writing Outcome	Teacher Discretion	Fiction Losing Story			Non Fi Persua		Jour	Fiction ney or Losing or F	Fantasy		Fiction mation	Teacher	her Discretion	
Writing Hook		Th	e Building Boy - T	ws			Tł	e secret of Black	Rock	Anima	fact file			
Composition		Image: Plan their writing by: 9 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 9 discussing and recording ideas Draft and write by: 0 10 composing and rehearsing sentences orally in narratives, creating settings, characters and plot Evaluate and edit by: 1 10 Proof-read for spelling and punctuation errors 11 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. 11 assessing the effectiveness of their own and others' writing and suggesting improvements 12 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			 that which the to write in ore understand a its structure, grammar discussing an ideas Draft and write by composing ar sentences ora in non-narrat using simple of Evaluate and edite Proof-read for punctuation of Read aloud the writing, to a ge whole class, u appropriate in controlling the volume so that is clear. assessing the of their own a writing and se improvement proposing charts 	iting similar to ley are planning der to ind learn from vocabulary and d recording y: ind rehearsing ally ive material, organisational t by: or spelling and errors heir own group or the using ntonation and he tone and at the meaning effectiveness and others' uggesting ts anges to t vocabulary to sistency, accurate use	 planning to flearn from it grammar discussing at Draft and write flexing at narratives, creation in narratives, creation in narratives, creation in the second second	vriting similar to the write in order to u ts structure, vocate and recording ideas by: and rehearsing ser eating settings, ch lit by: for spelling and put their own writing, using appropriate the tone and volur clear. e effectiveness of ing and suggesting	oulary and s ntences orally aracters and plot unctuation errors , to a group or the e intonation and me so that the their own and g improvements ar and vocabulary ding the accurate	that wh planning t to unders from it vocabular discussing Draft and write composing sente in non-nar using simp Evaluate and er Proof-read punctuation Read aloud writing, to a whole class appropriate controlling volume so t is clear. assessing th of their own writing and improveme proposing of grammar an improve co including th	writing similar to hich they are o write in order stand and learn ts structure, y and grammar g and recording ideas by: g and rehearsing ences orally rrative material, le organisational dit by: for spelling and h errors their own a group or the , using e intonation and the tone and that the meaning he effectiveness h and others' suggesting ints changes to hd vocabulary to			

Vocabulary Grammar Punctuation	 than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition Use fronted adverbials ua attice 	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition using conjunctions, adverbs and prepositions to express time, place and cause indicating possession by using the possessive apostrophe with plural nouns	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition Use fronted adverbials 	 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and preposition using conjunctions, adverbs and prepositions to express time, place and cause indicating possession by using the possessive apostrophe with plural nouns 								
Ongoing discrete skills	Increase the legibility, consistency and quality of their handwritingContinued focus on basic skills.	Continued focus on basic skills										