



Year 3 Writing Curriculum – South Failsworth Primary School

Vocabulary, Grammar and Punctuation	Composition	Sentence Construction
<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	<p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i> <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived. <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p>-‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p> <p>Emotion comma sentences</p> <p>Noun, who/which/where sentences</p> <p>BOYS sentences Similes (<i>like a... /as a....</i>)</p> <p>2A and 4A sentences List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p>