

## Year 3 Writing Overview



Fiction genres	Fables	Play scripts	Fairy tales	Mystery	Story as a theme - character	
Non-fiction genres	Diary	Persuasive letter	Recount - biography	Explanation text	Non-Chronological text	Discussion - for and against
Poetry	Poems on a theme		Poems with a structure - shapes, calligrams		Classic poetry for performance	
Composition Purpose	<p>Use the main features of a type of writing (identified in reading).                  Use techniques used by authors to create characters and settings.                  Compose and rehearse sentences orally.                  Plan, write, edit and improve.</p>					
Composition Description	<p>Create characters, settings and plots.                  Use alliteration effectively.                  Use similes effectively.                  Use a range of descriptive phrases including some collective nouns.</p>					
Composition Organisation	<p>Use organisational devices such as headings and sub headings.                  Use the perfect form of verbs to mark relationships of time and cause.                  Use connectives that signal time, shift attention, inject suspense and shift the setting.</p>					

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<b>Composition Paragraph</b>	Organise paragraphs around a theme. Sequence paragraphs.
<b>Composition Sentences</b>	Use a mixture of simple, compound and complex sentences. Write sentences that include: <ul style="list-style-type: none"><li>• Conjunctions</li><li>• Adverbs</li><li>• Direct speech</li><li>• Punctuated correctly</li><li>• Clauses</li><li>• Adverbial phrases</li></ul>
<b>Transcription Handwriting</b>	Join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
<b>Transcription Spelling</b>	Use prefixes and suffixes and understand how to add them. Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). 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 taught so far.

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<b>Transcription Punctuation</b>	Develop understanding of writing concepts by: <ul style="list-style-type: none"><li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li><li>• Using the present perfect form of verbs in contrast to the past tense.</li><li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li><li>• Using conjunctions, adverbs and prepositions to express time and cause.</li><li>• Using fronted adverbials.</li><li>• 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.</li></ul>
<b>Analysis and presentation Analysis</b>	Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"><li>• Word family</li><li>• Conjunction</li><li>• Adverb</li><li>• Preposition</li><li>• Direct speech</li><li>• Inverted commas (or 'speech marks')</li><li>• Prefix</li><li>• Consonant</li><li>• Vowel</li><li>• Clause</li><li>• Subordinate clause.</li></ul>
<b>Analysis and presentation Presentation</b>	Read aloud writing to a group or whole class, using appropriate intonation.