

Year 3 Writing





Writing Expectations

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- I write sentences which make sense and are correctly punctuated.
- I can correctly and consistently use past and present tense
- I use a range of different connectives to show time, for example, *after a while, eventually*
- I can use prepositions to describe position/place/time
- I can use purposeful noun phrases to add detail, for example, *golden coins*; and adverbs, for example, *glistening brightly*.
- I am starting to use speech and internal punctuation.
- My stories are well balance and engaging, usually having a beginning, middle and end.
- When I am writing non-fiction I include some of the key features.
- I am starting to make some links between my ideas.
- I am starting to group my ideas into paragraphs.

- I can use a range of verbs, adverbs and adjectives to add impact to my work.
- I can choose specific nouns to add detail, for example poodle rather than dog.
- I can use terms linked to different text-types.
- I try to make my writing interesting for my reader by adding detail or choosing suitable words.
- I can compose sentences using a wider range of structures including subordination (e.g when, if, that and because)
- I can write a narrative with a clear structure and plot
- I can use a range of devices and features of non-fiction such as sub-headings

- I try to spell unknown words using different strategies.
- I can spell a range of medium and high frequency words
- I can spell prefixes and suffixes correctly, for example, *sub, pre, ed, tion, -ment*
- The letters I write are the same size and are correctly formed and joined, and I make sure there is a space between each word.
- I can recognise and spell a range of different homophones
- I can spell words correctly from the Year 3 and 4 word list
- I can identify the root in longer words



Year 3 Writing

Writing is usually taught over a 2 week block

In a typical unit we:

- Introduce the unit through a hook/stimulus to ensure the children are engaged in what we are writing
 - The first week, we immerse the children in the genre by carrying out the following activities:
 - Role on the wall
 - Drama
 - Hot seating
 - Music/videos etc.
 - Boxing up
 - Looking at the features of what we are writing
 - Character descriptions
- In the second week we write at length using the 'shared write' method over 5 different days



Interventions

A daily intervention takes place for children who may need support to meet writing expectations

A spelling test happens every Friday please make sure children are practising spellings at home





How can you help at home?

Mirodo - children now have their Mirodo log-ins
and should be able to access this at home

Log on to Purple Mash at home for any extra
activities

Listen to your child read as many times as
possible at home and ask basic questions about
the text and the vocabulary that is used

Log onto  TT Rockstars



‘HIT’ METHODS

Quiz Quiz Trade

Decisions Decisions

SPOOF

Jot the thought

Mix Pair Share

Talking Chips

Fan N Pick

Agree Disagree

Role on the Wall

Silent Discussion

Match Mine

Rally Coach/Pilot Navigator





Any Questions

