


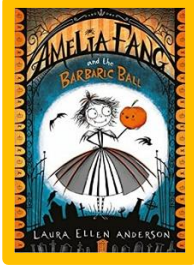



# Year 3 Long Term Writing Overview

| Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2 |
|--|---|--|---|---|----------|
|   |  |    |  |    |          |
| Phase 1 Targets  |   | Phase 2 Targets<br>Keep referring back to Phase 1  |   | Phase 3 Targets<br>Keep referring back to Phases 1 & 2  |          |
| <ul style="list-style-type: none"> <li>-Know when to put full stops at the end of sentences</li> <li>-Know that a basic sentence must contain a subject and verb</li> <li>-Organise paragraphs around a theme</li> <li>-Plan writing by discussing/exploring similar writing to understand and learn from its structure, vocabulary and grammar</li> <li>-Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>-Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-Organise writing into logical chunks and write a coherent series of linked sentences for each</li> <li>-Select nouns and pronouns to provide clarity for the reader</li> <li>-Use simple organisational devices, e.g. headings and subheadings</li> <li>-Proof-read for spelling and punctuation errors</li> <li>-Use conjunctions to express time, place and cause</li> <li>-Use adverbs and prepositions to express time, place and cause</li> <li>-Use inverted commas to punctuate direct speech</li> <li>-Know when to use 'a' and 'an'</li> <li>-Use irregular simple past-tense verbs e.g. awake / awoke</li> <li>-Statement/Question/Command/Explanation</li> <li>-Apostrophes for contractions</li> </ul> |   | <ul style="list-style-type: none"> <li>-Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns</li> <li>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>-Organise paragraphs around a theme</li> <li>-Vary nouns and pronouns to avoid repetition</li> <li>-In narratives, creates settings, characters and plot</li> <li>-Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</li> <li>-Accurate use of pronouns in sentences</li> </ul> |   | <ul style="list-style-type: none"> <li>-Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</li> <li>-Uses varied nouns and pronouns for cohesion</li> <li>-Use fronted adverbials</li> <li>-Use commas after fronted adverbials</li> <li>-Be able to discuss where AND why they have used prepositions, conjunctions, subordinate clause, inverted commas, adjectives and apostrophes in their writing.</li> <li>-Use and understand the following grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter and inverted comma</li> </ul> |          |