Hallfield Primary School

Growing, Learning, Achieving Together

Year 3 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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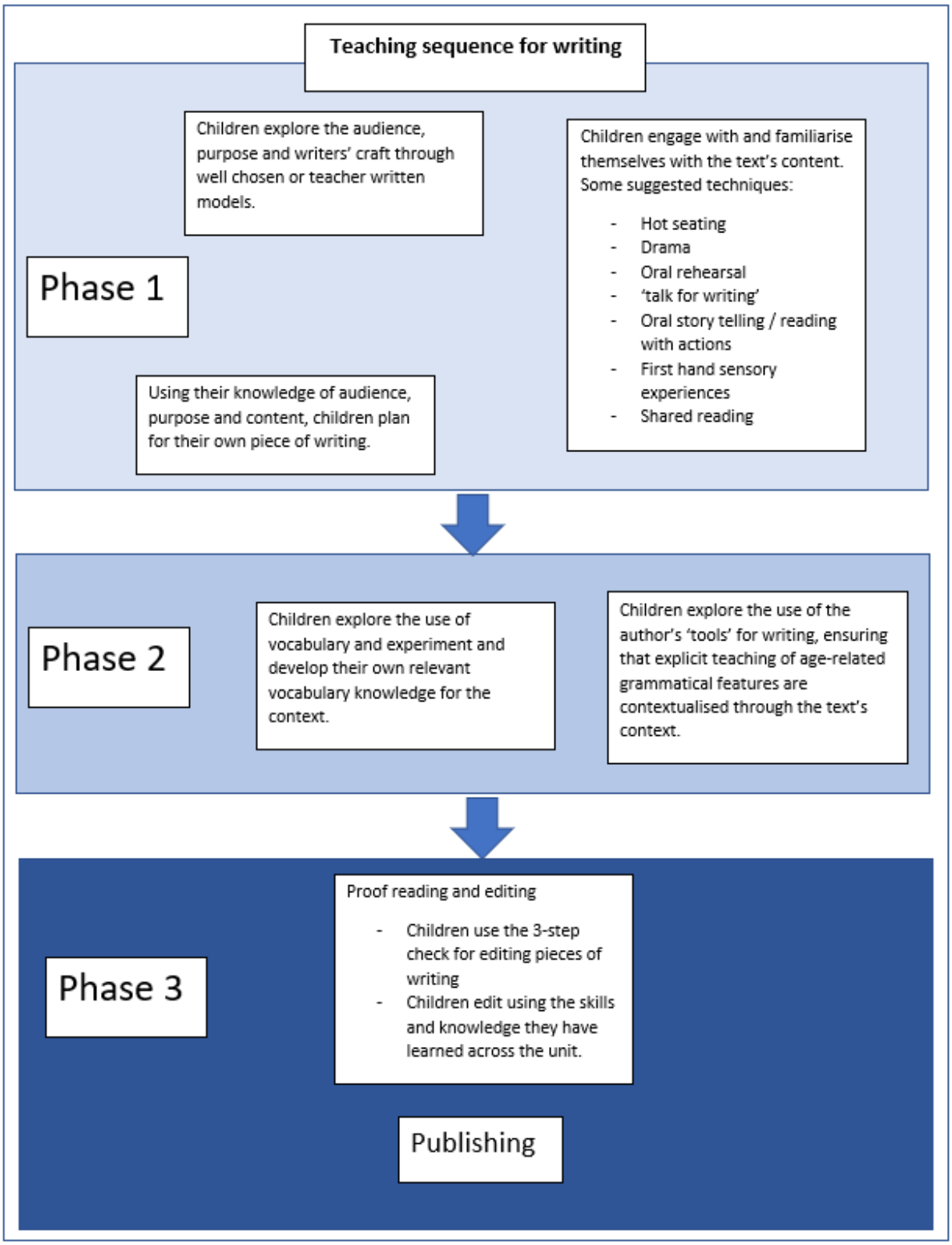

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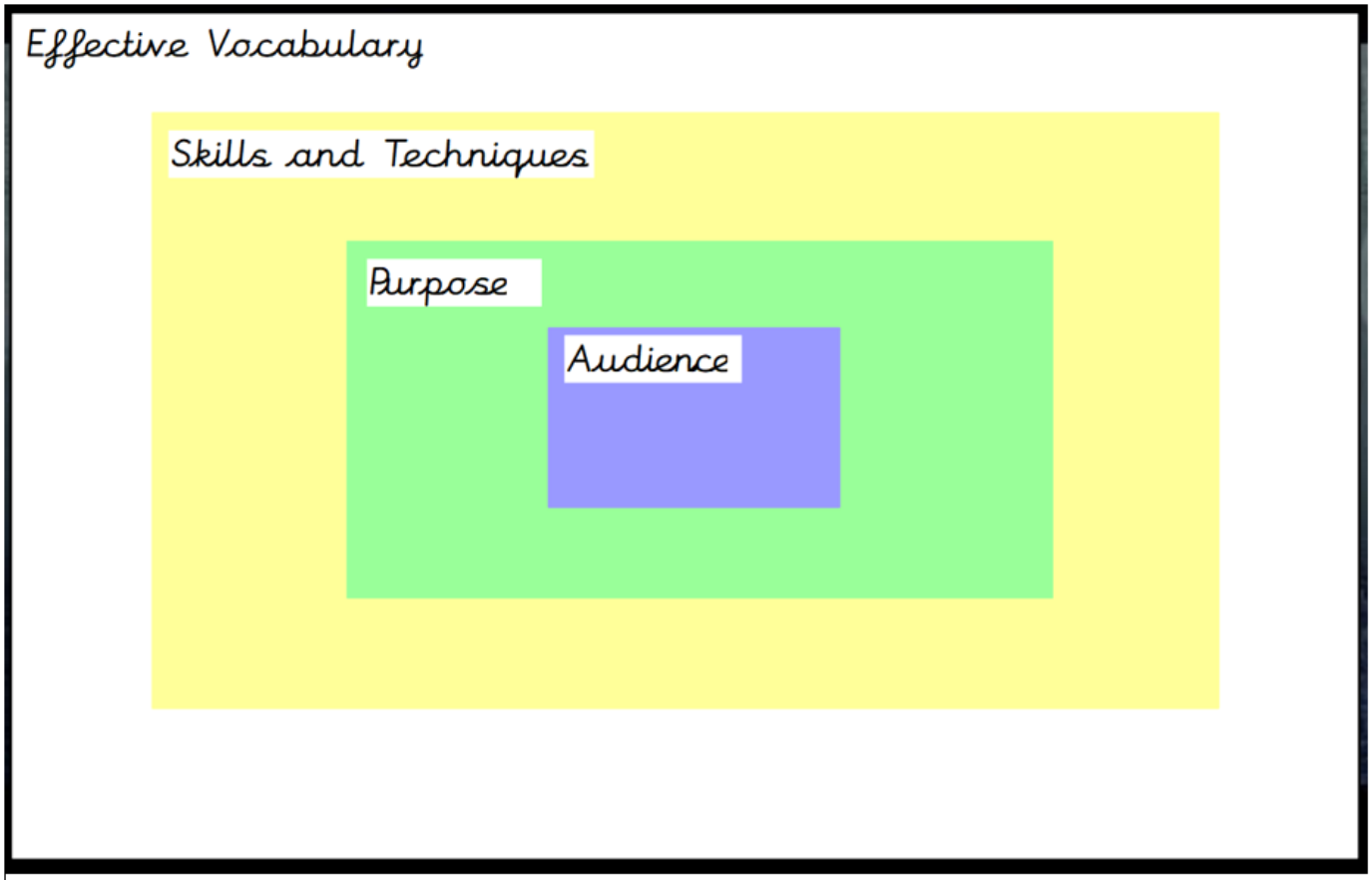
Box Success Criteria



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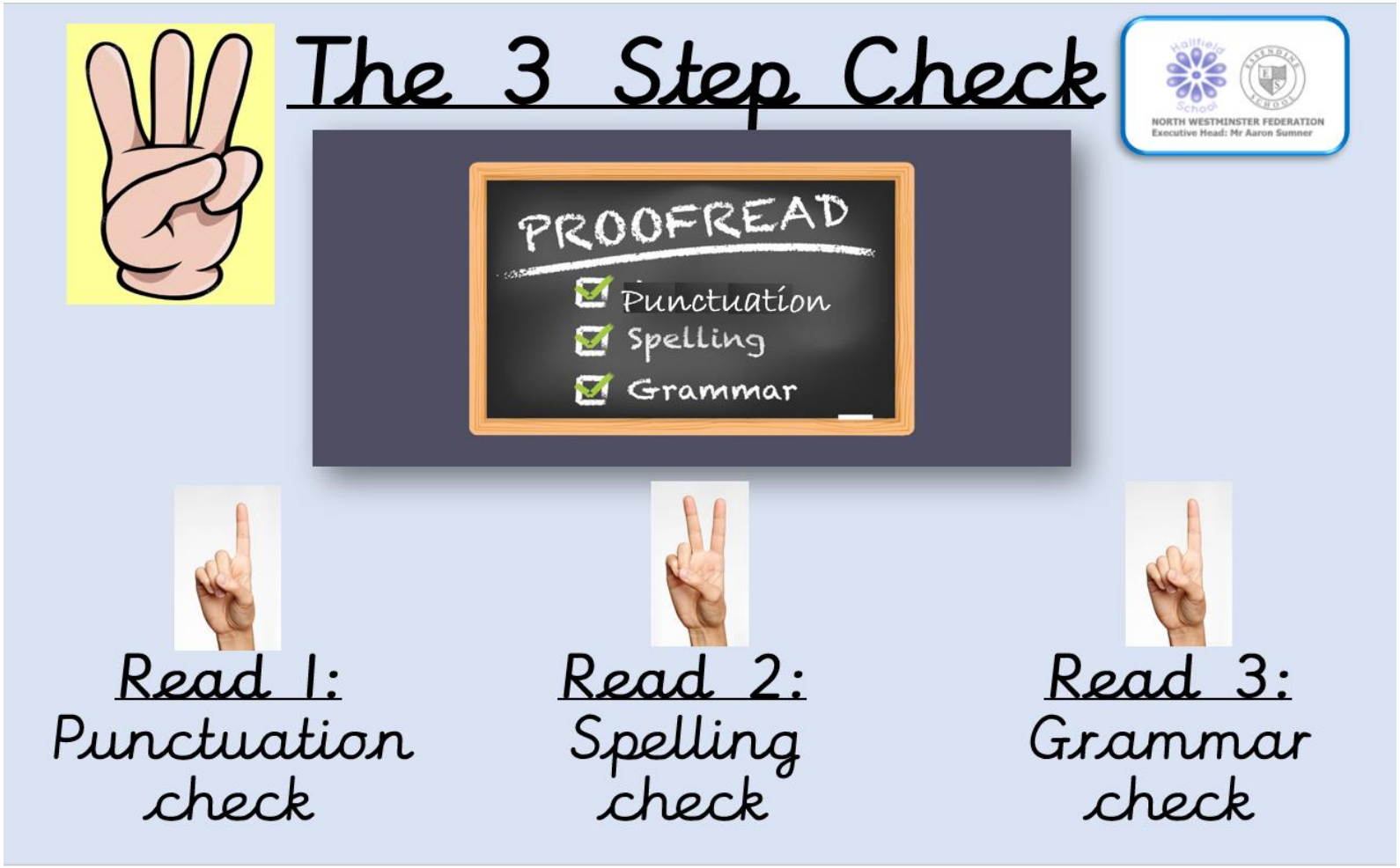

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Year 3 Framework for Writing

Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 3 Framework for Writing

Autumn Term	**Year 3**	**Writing Framework**
Overview :	Key Performance indicators:	
Children create narratives with some speech accurately punctuated with inverted commas. Maintaining interest may be difficult with speech but the expectations of the narrative or the body of the text is for paragraphing with some devices such as adverbial phrases and headings to add detail, organisation and interest.	Children can: • Introduces inverted commas to punctuate speech. • Use headings and subheadings to aid presentation and simple paragraphing. • Creates characters and settings based on familiar characters. • Develops paragraphs around themes of character and setting. • Uses prepositions to add detail following a noun. • Uses adverbs of time and manner. • Uses the first three letters of a word to check for spelling in a dictionary with adult support.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Composing and rehearsing sentences orally • **Beginning** to use paragraphs as a way to group ideas • Creating paragraphs around character and setting • creating paragraphs around headings and sub-headings • Discussing and recording ideas	• With support: beginning to build a varied and rich vocabulary appropriate for year 3 using core texts and thesaurus (Simile). • use age-appropriate, academic vocabulary. • Using the full range of punctuation from previous year • direct speech correctly punctuated with inverted commas • Editing for punctuation above. • Using **<u>some</u>** conjunctions (when/ that/because) • Begin to express time and place using adverbs and prepositions.	• Practise prefix ‘dis-’ Apply prefix‘un-’ • /eɪ/ sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*) • Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*) • Prefixes ‘mis-’ and ‘re-’ • The /ɪ/ sound spelt ‘y’ • Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’	• Beginning to distinguish shades of meaning among related words (nouns / verbs) • identifying themes • discussing words and phrases that capture the reader’s interest and imagination • drawing inferences inferring characters’ feelings and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying themes of paragraphs

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Year 3 Framework for Writing

Spring Term	**Year 3**	**Writing Framework**
Overview :	Key Performance indicators:	
Variation in the organisation of and cohesion between paragraphs and sentences is becoming clearer through the use of adverbials. The degree of accuracy in punctuation and tense over extended writing is more consistent. Language is used to make the reading of children's writing more fluid and descriptive, which children edit and improve with support.	Children can: • Use the form a or an according to the next word. • Supported in using subordinating conjunctions to express time and place. • Uses drafting and re-reading to check for meaning • Uses the present perfect form of verbs instead of the simple past. • Supported to organise paragraphs around a familiar plot in narrative. • Edits own work for sense and punctuation and spelling. Use diagonal and horizontal strokes in all writing	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Discussing writing similar to that which they are planning to write • Composing and rehearsing sentences orally • With support uses varying sentence structures including: some subordinating /coordinating conjunctions and fronted adverbials. • Discussing and recording ideas. • Organises paragraphs around simple plot themes • Use editing and propose changes to vocabulary to improve consistency, including the accurate use of pronouns in sentences	• Uses adverbials and expresses time, place and cause with fluency • Regular and independent use of conjunctions • **Mostly** accurate use of the present perfect form of verbs instead of the simple past eg • Subordinating conjunctions of time • Subordinating conjunction 'where' • distinguish shades of meaning among related words • demonstrate understanding of figurative language • use age appropriate academic vocabulary • use the form a or an	• From Year 2: suffixes '-ness' and '-ful' following a consonant • Words with the /k/ sound spelt 'ch' (Greek in origin) • Prefixes 'sub-' and 'tele-' • /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure') • Teach suffixes '-less' and '-ly' • Prefixes 'super-' and 'auto-'	• Beginning to distinguish shades of meaning among related words • drawing inferences : characters' feelings and characters' thoughts and motives from their actions, and justifying with evidence • recognising different forms of poetry e.g. free-form and narrative • Predicting what might happen from details stated and implied • Identifying themes across one or two paragraphs

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Year 3 Framework for Writing

Summer Term	**Year 3**	**Writing Framework**
Overview :	Key Performance indicators:	
After planning, with a focus on audience and purpose, children organise paragraphs around themes with guidance. They use conjunctions to extend sentences and add detail with a large amount of support for editing and improving.	Children can: • Spells mostly correctly words using spelling patterns suffix and prefix (etymology and morphology) • Writing shows purpose and relevance for the audience including how speech can be different from writing • Uses and discusses a variety of vocabulary that is age appropriate, including simile • Beginning to use varied subordinating conjunctions of time, place and cause with support • Choosing pronouns appropriately for clarity and cohesion Uses adverbs of place after the verb to express where something happens e.g. rolled around.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• **Sustained** use of accurate word choices • Editing to ensure consistency of pronouns and cohesion • Varying sentence structures; - fronted adverbials, - expressions of time, place, cause - subordinating and co-ordinating conjunctions • Discussing and recording ideas • Use of editing and propose changes to grammar • Draft and write organising paragraphs around a theme	• Beginning to try to use fronted adverbials and expresses time, place and cause with fluency • Regular and independent use of conjunctions • **Mostly** accurate use of the present perfect form of verbs instead of the simple past eg • Modal verbs • distinguish shades of meaning among related words • demonstrate understanding of figurative language • use age appropriate academic vocabulary	• Secure in suffixes: (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’) • Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ • The /ʌ/ sound spelt ‘ou’ • Homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/ reign) • Beginning to use the possessive ‘s’ in regular and irregular plurals	• Distinguishing shades of meaning among related words at age appropriate level • drawing inferences inferring characters’ feelings and characters’ thoughts and motives from their actions, and justifying inferences with evidence • Identifying themes across more than one paragraph