

Year 3 Writing and Grammar, Punctuation and Spelling			
Term	Genre	Composition	GPS
Autumn 1	<b>Poetry</b> Creating Images <b>Non Fiction</b> Information text Diary <b>Fiction</b> Story based on own experience	<p>Compose and record sentences orally.</p> <p>Make some attempt to sequence events (writing shows a sense of chronology).</p> <p>Write simply but clearly for a range of purposes with some attempt to take into account audience and purpose in both narrative and non-narrative writing.</p> <p>Show some awareness of the correct tense (including progressive forms).</p> <p>Use some cohesive devices (conjunctions and pronouns) to add some flow to writing.</p> <p>Use different types of sentences: questions, commands, exclamations and statements.</p> <p>With support, proof-read work for spelling and punctuation errors.</p>	<p>Spell words containing double letters eg ss, ll, ff, zz.</p> <p>Spell words with syllable division tch, s, es.</p> <p>Understand the terminology noun, noun phrase, verb, adjective and adverb.</p> <p>Use apostrophes for possession and contraction.</p> <p>Punctuate sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>Use commas to separate lists.</p> <p>Use some subordinating and coordinating conjunctions to create different sentence structures.</p>

Autumn 2	<p><b>Poetry</b> Creating Images</p> <p><b>Fiction</b> Narrative</p> <p><b>Non fiction</b> Informal letter</p>	<p>Compose and rehearse sentences orally making rich and varied language choices.</p> <p>When planning, use similar writing in order to learn from its structure and vocabulary to create own pieces of fiction and non-fiction texts.</p> <p>Create settings and characters based on a fictional text that has been read.</p> <p>Sequence events clearly, showing how one event leads to another.</p> <p>Use time conjunctions e.g. 'when, before, while, so' to join sentences.</p> <p>Use adjectives to modify nouns.</p> <p>Use past and present tense correctly.</p> <p>Use cohesive devices such as pronouns and conjunctions to add 'flow' to a piece of writing mostly correctly.</p> <p>After discussion with the teacher, begin to use paragraphs to group content.</p> <p>Evaluate the effectiveness of writing and punctuation and suggest improvements.</p> <p>Read writing aloud to others.</p>	<p>Spell words containing the /ee/ sound spelt 'y'.</p> <p>Spell words with a suffixes: ed, er, est, ing.</p> <p>Demarcate all sentences with capital letters and full stops and use capital letters for proper nouns.</p>
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Spring 1	<p><b>Poetry</b> Creating Images</p> <p><b>Non fiction</b> Information texts Diary entry</p> <p><b>Fiction</b> Narrative</p>	<p>Compose and rehearse sentences orally making rich and varied language choices.</p> <p>Sequence events clearly, showing how one event leads to another.</p> <p>Create settings and characters based on a fictional text that has been read.</p> <p>Expand noun phrases with adjectives and prepositional phrases.</p> <p>Use time conjunctions e.g. 'when, before, while, so'.</p> <p>Use adverbs of time e.g. then, next, soon, therefore.</p> <p>Use some cohesive devices (conjunctions and pronouns) to add some flow to writing.</p> <p>When planning, use similar writing in order to learn from its structure and vocabulary to create fiction and non-fiction texts.</p> <p>Evaluate the effectiveness of writing and punctuation and suggest improvements.</p> <p>Read writing aloud showing some awareness of the audience.</p>	<p>Spell words containing suffixes less, ment, full, ness, ly, tion, sion.</p>
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Spring 2	<p><b>Poetry</b> Creating Images</p> <p><b>Non fiction</b> Recount (of trip)</p> <p><b>Fiction</b> Narrative</p>	<p>Compose and rehearse sentences orally making rich and varied language choices (including dialogue).</p> <p>Create settings, characters and plot based on a fictional text.</p> <p>When planning, use similar writing in order to learn from its structure, vocabulary and grammar to create fiction and non-fiction texts.</p> <p>Sequence events clearly, showing how one event leads to another and after discussion with the teacher, begin to use paragraphs to group content.</p> <p>Use cohesive devices such as pronouns, adverbs and conjunctions to add 'flow' to a piece of writing mostly correctly.</p> <p>Evaluate the effectiveness of own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Read writing aloud to a group or the whole class thinking about intonation, tone and volume.</p>	<p>Spell words containing ture, ous, ious.</p> <p>Spell words containing suffixes: cian, ssion, cial, tial, able, ably ible, ibly.</p> <p>Use and understand terminology 'subordinate clause, preposition, adverb, conjunction'.</p> <p>Begin to use speech marks accurately.</p> <p>Use commas after fronted adverbials.</p>
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Summer 1	<p><b>Poetry</b> Shape and calligrams (food)</p> <p><b>Non Fiction</b> Instructions Diary entry</p> <p><b>Fiction</b> Narrative</p>	<p>Compose and rehearse sentences orally making rich and varied language choices (including dialogue).</p> <p>When planning, use similar writing in order to learn from its structure, vocabulary and grammar to create fiction and non-fiction texts.</p> <p>Write effectively and coherently in a range of genres, taking into account audience and purpose.</p> <p>Create settings and characters and plot based on a fictional text that has been read.</p> <p>Sequence events clearly, showing how one event leads to another.</p> <p>Use cohesive devices such as pronouns and conjunctions to add 'flow' to a piece of writing mostly correctly.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases to add detail and interest to characters and settings.</p> <p>Use paragraphs to group content mostly independently and correctly.</p> <p>Evaluate the effectiveness of own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Read your writing aloud to a group or the whole class thinking about intonation, tone and volume.</p>	<p>Spell words with silent letters e.g. kn, gn, mb.</p> <p>Spell words with suffixes cious, tious, ant, ent, ancy, ency.</p> <p>Use a range of verb tenses in a single piece of writing.</p> <p>Use commas after fronted adverbials correctly.</p> <p>Use inverted commas to indicate direct speech (may not be correctly punctuated).</p>
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Summer 2	<p><b>Poetry</b> Creating Images</p> <p><b>Non fiction</b> Informal letters Information text</p> <p><b>Fiction</b> Narrative</p>	<p>Compose and rehearse sentences orally making rich and varied language choices (including dialogue).</p> <p>Create settings and characters and plot based on a fictional text that you have read.</p> <p>When planning, use similar writing in order to learn from its structure, vocabulary and grammar to create fiction and non-fiction texts.</p> <p>Sequence events clearly, showing how one event leads to another.</p> <p>Use paragraphs to group content mostly independently and correctly.</p> <p>Use a range of verb tenses in a single piece of writing.</p> <p>Use cohesive devices such as pronouns and conjunctions to add 'flow' to a piece of writing mostly correctly.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases to add detail and interest to characters and settings.</p> <p>Evaluate the effectiveness of your own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency.</p> <p>Read their own writing aloud to a group or the whole class thinking about intonation, tone and volume.</p>	<p>Revise spelling rules taught in year 3.</p> <p>Use commas after fronted adverbials correctly.</p> <p>Use inverted commas to indicate direct speech (may not be correctly punctuated).</p>
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