

YEAR 3 WRITING PARENT LEARN AUTUMN 1A

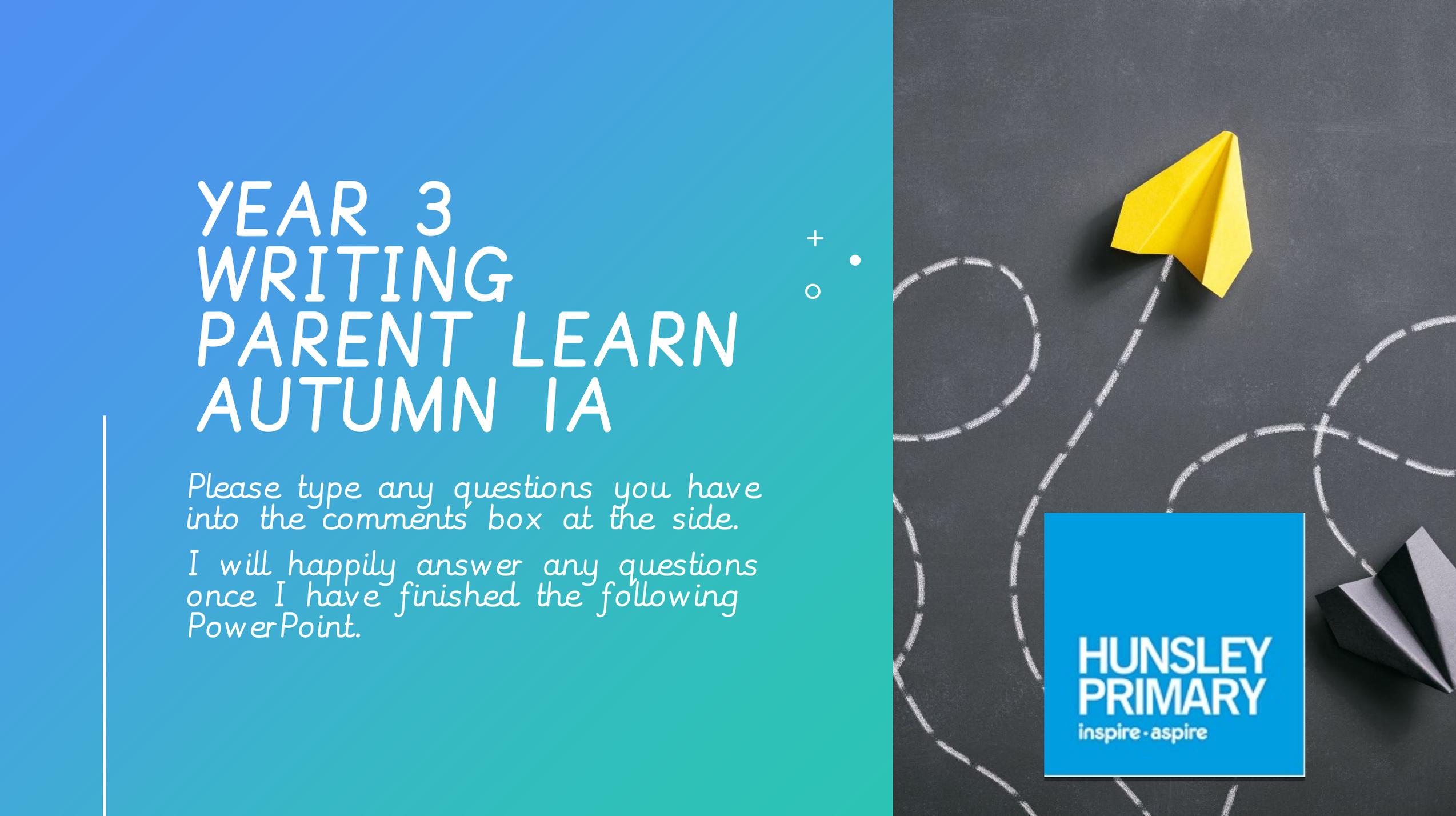
Please type any questions you have into the comments box at the side.

I will happily answer any questions once I have finished the following PowerPoint.

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WHAT DO WE COVER IN YEAR 3?

Autumn

<u>Poetry</u> Roger McGough: First Day at School	<u>Poetry</u> Roger McGough: The Sound Collector The Magic Pebble
<u>Fiction</u> Three billy goats gruff Story pattern - wishing tale Focus - character	<u>Fiction</u> The Reluctant Dragon Story pattern - defeating the monster tale Focus - setting
<u>Non-fiction</u> How to trap a troll Text type - instructions	<u>Non-fiction</u> Evidence of a dragon Text type - recount in the form of a diary entry

WHAT DO WE COVER IN YEAR 3?

Winter

Poetry

Shakespeare:

The Shipwreck - The Tempest

Fiction

Stone Trolls

Story pattern - warning tale

Focus - action

Non-fiction

Trolls

Text type - information

Poetry

Alfred Lord Tennyson:

The Lady of Shalott (Extract)

Fiction

Lost Property

Story pattern - losing tale

Focus - openings and endings

Poetry

Beowulf

WHAT DO WE COVER IN YEAR 3?

Summer

Non-fiction

Should Leah be punished?

Text type - discussion

Fiction

Hetty's Unicorn

Story pattern - finding tale

Focus - suspense

Non-fiction

Unicorns

Text type - explanation

Poetry

Ballad

Fiction

Mission Possible

Story pattern - quest

Focus - style - varying sentence and speech

Non-fiction

I spy!

Text type - persuasive advert

Expectations for writing

Spelling:

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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.

Expectations for writing

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting- for example, by ensuring that the down strokes of letters are parallel and equal distance apart; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Expectations for writing

Handwriting

For Pupils

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Expectations for writing

Handwriting

Lower case letters (precursive)

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Cursive Script

abcdefghijklmnopqrstuvwxyz

As you can see from the images above, there are some letters we don't join from...

Writing

The success of your child's writing is based on:

- a rich talking environment (Talk for Writing)
- experience of many stories that have been read to them
- being able to join in with stories and add their own ideas
- children being engaged in a range of speaking and listening activities
- proof reading and editing
- handwriting

Writing- Composition

- Writing - composition
- Pupils should be taught to:
- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing- Terminology

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (a conjunction is one word which connects two clauses together).
- a clause is one or more phrases linked to a verb that work very tightly together. For example: The angry dog barks. In this clause - which could also be used as a sentence - the noun phrase is 'the angry dog' and the verb is 'barks'.
- using the present perfect form of verbs in contrast to the past tense (The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself). For example: Has lived: She has lived here all her life. Have written: They have written three letters already. Have worked: I have worked here since I graduated school. Has done: He has finished his homework.
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause (A preposition is a word that tells you where or when something is in relation to something else. Examples of prepositions include words like after, before, on, under, inside and outside).

Writing- Terminology

- using fronted adverbials A fronted adverbial is when the adverbial word or phrase is moved to the front of the sentence, before the verb. "Earlier today, I discovered fronted adverbials." So here, 'earlier today' is a fronted adverbial.
- learning the grammar for years 3 and 4 in
- 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
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

Tips for supporting at home

- Giving children a broad experience of the world - discussing experiences, sharing stories with family members, enjoying nature, all of which influence a passion for learning and encourage creative ideas for writing.
- When children are writing outside of school - or when you are looking at school work with them - why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. Can they use some 'wow words' to make their writing more exciting?
 - Find real writing opportunities that engage your child - letters, emails, invitations, shopping lists, microwave instructions, oven instructions - this helps children to see the purpose of writing and why it is still so important in the modern world.
- The spoken word has a real impact on the written word (i.e. grammar and colloquialisms). How we model matters.



Questions

Thank you for
your time!
Any questions?
