

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 3

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • Use headings and sub-headings • Use ideas and content appropriate to the subject and text type • Signal sequence, place and time to give coherence to writing • Create settings using well chosen words and phrases • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors 	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • <u>Plan and order texts logically</u> • <u>Use paragraphs to group related material</u> • <u>Create characters using well chosen words and phrases</u> • <u>Use language to create an effect e.g. creating a mood</u> • <u>Collect and use suitable vocabulary for a text</u> • <u>Use paragraphs to group related material</u> • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors 	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • <u>Use their imagination to write engaging texts</u> • <u>Plan and organise texts logically</u> • Create a coherent plot in a story • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • <u>Experiment with layout when writing non-fiction texts</u> • <u>Use expression, intonation and tone when reading aloud their writing</u> • <u>Use paragraphs to group related material</u> • <u>Evaluate the work of others and suggest improvements</u> • <u>Evaluate their work effectively and make improvements based on this</u> • Proof–read for spelling, grammar and punctuation errors
Grammar, Punctuation and Vocabulary	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use and understand the terms consonant and vowel • <u>Use a or an appropriately</u> • Recognise what a pronoun is • Recognise and explain what a conjunction is • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • Recognise direct speech and inverted commas • <u>Use direct speech and inverted commas</u> 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use a or an appropriately</u> • <u>Explore word families based on common words</u> • <u>Identify adverbs</u> • <u>Identify prepositions</u> • <u>Use prepositional phrases to add detail to sentences</u> 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u> • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • <u>Create new nouns using prefixes</u> • <u>Use prepositions to express time, cause and place e.g. before, after, during, in, because of</u> • <u>Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'</u>

		<ul style="list-style-type: none"> • <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u> • <u>Use inverted commas</u> • Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) 	<ul style="list-style-type: none"> • Understand what a main clause is • Identify simple and compound sentences • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check words • Consolidate spelling patterns from Y2 • Spell words with the prefix pre- • Spell words with the prefix sub- • Spell words with the prefix ex- • Spell two syllable words containing double consonants e.g. dinner • Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener • Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt • Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women 	<ul style="list-style-type: none"> • Use a dictionary to check words • Spell words with the ou spelling of the u sound e.g. young, touch, double • Spell words with the prefixes in-, il-, im- and ir- • Spell words with the prefix dis- • Spell words with the prefix mis- • Spell words with the prefix re- • Spell words with the prefix de- • Spell words with the prefix over- • Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember • Choose the correct spelling by using a visual strategy ('Does it look right?') 	<ul style="list-style-type: none"> • Use a dictionary to check words • Investigate spelling patterns and conventions • Spell words with the prefix inter- • Spell words with the prefix super- • Spell words with the prefix anti- • Spell words with the prefix auto- • Spell words with the suffix -ation • Spell words with the prefix non- • Spell words with the prefix co- • Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far • Choose the correct spelling by using a visual strategy ('Does it look right?')
Handwriting and Presentation	<ul style="list-style-type: none"> • Write with joined handwriting consistently 	<ul style="list-style-type: none"> • Write with joined handwriting consistently • Make the move from pencil to pen in their handwriting 	<ul style="list-style-type: none"> • Write with joined handwriting in pen consistently • Develop fluency in typing
Spoken Language	<ul style="list-style-type: none"> • Speak fluently in sentences and without hesitation • Hold a conversation with peers and adults 	<ul style="list-style-type: none"> • Evaluate the effectiveness of others' performances • Use discussion to organise roles within a group • Disagree politely with peers 	<ul style="list-style-type: none"> • Annotate poems and stories and perform them • Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion • Evaluate the effectiveness of others' presentations • Create atmosphere through the use of voice and movement • Devise and act in plays showing character through voice and movement