

HAREWOOD JUNIOR SCHOOL WRITING OBJECTIVES – Y3




Spelling	Handwriting	Grammar
<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - Revise patterns: ‘ou’ sounding ‘u’, ‘ow’, ‘oo’ (Y2) - Revise patterns: ‘ei’, ‘eigh’, ‘ey’(Y2) - Revise patterns: ‘ure’(Y2) - Revise patterns: ‘ow’ ‘ew’(Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Word families based on common words, showing how words are related in form and meaning e.g. <i>solve, solution, solver, dissolve, insoluble</i> - Begin to learn the Y3 and Y4 statutory words list <p>Prefixes</p> <ul style="list-style-type: none"> - Understand, learn and use prefixes: <i>un- / dis- / mis- / super- / sub- / inter- / anti- / non- / auto- / pre- / de- / re- / in- / im- / imm-</i> - Form nouns using a range of prefixes e.g. <i>super-, anti- / auto-</i> - Adding the prefix bi- (meaning ‘two’ or ‘twice’) and adding the prefix re (meaning ‘again’ or ‘back’) <p>Suffixes</p> <ul style="list-style-type: none"> - Creating adverbs using the suffix -ly - Use and apply the suffixes <i>-ing / -ed / -er / -ion / -al / -en</i> - Understand, learn and apply the consonant doubling pattern, e.g. <i>forgetting, forgotten, beginner, beginning</i> <p>Homophones</p> <ul style="list-style-type: none"> - Identify and accurately spell homophones and near-homophones, e.g. <i>accept/except, affect/effect, break / brake</i> - Spell common homophones, e.g. <i>ai/a_e/ ee/ ea/ st/ ssed</i> 	<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - Use spacing between words that reflects the size of the letters (Y1) - 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 (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use diagonal and horizontal strokes to join letters - Write with parallel and equidistant ascenders and descenders - Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch - Use joined handwriting throughout their independent writing. - Ensure their handwriting has increased legibility with all joined letters written appropriately 	<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - ***Use correct and consistent tense structures when writing e.g. present tense, past tense, future tense and progressive form (Y2) - Use expanded noun phrases for description and specification (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - ***Identify word types e.g. noun, pronoun, verb, adjective and adverb - ***Write a statement, question, exclamation and command - ***Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although - Use adverbs e.g. then, next, soon, therefore - ***Use prepositions to express time and cause e.g. before, after, during, in, because of - ***Use the present perfect form of verbs in contrast to the past tense e.g. she had have/has + past participle e.g. has walked
<p>Spelling rules and relationships:</p> <ul style="list-style-type: none"> - Use the forms a or an according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box - Words ending in <i>-ary / zhuh/</i> sound spelt with ‘<i>sure</i>’ / <i>chuh</i> sound spelt with ‘<i>ture</i>’ / the <i>/g/</i> sound spelt ‘<i>-que</i>’ / the <i>/k/</i> sound spelt ‘<i>-que</i>’ - Words with: short <i>/i/</i> sound spelt with ‘<i>y</i>’ / <i>/a/ /k/</i> sound spelt with ‘<i>ch</i>’ / <i>/sh/</i> sound spelt with ‘<i>ch</i>’ / short <i>/u/</i> sound spelt with ‘<i>o</i>’ / short <i>/u/</i> sound spelt with ‘<i>ou</i>’ / words ending with a <i>/chuh/</i> sound spelt as ‘<i>ture</i>’ - Learn word families based on common words, showing how words are related in form and meaning, e.g. <i>solve, solution, solver, dissolve, insoluble</i> - Learn words with the irregular tense change e.g. ‘<i>ing</i>’ to ‘<i>ang</i>’ in ‘<i>sing</i>’ to ‘<i>sang</i>’ - Learn words with the <i>/k/</i> sound spelt ch (Greek in origin) e.g. <i>echo, character</i> and the <i>/j/</i> sound spelt ch (mostly French in origin) e.g. <i>chef, chalet, brochure, machine</i> - Spell words with silent letters <p>Spelling skills:</p> <ul style="list-style-type: none"> - 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 - Regularly practice new spellings to embed learning 	<p>Y3 Text Types & Written Outcomes</p> <p>Autumn Term</p> <ul style="list-style-type: none"> - Narrative: classical text - Narrative: dilemma story - Non-chronological report: rainforest animals - Poetry – Kennings <i>Cold write / Hot write: narrative</i> <p>Spring Term</p> <ul style="list-style-type: none"> - Instructional Text: how to wash a mammoth - Diary: Stone Age Boy <i>Cold write / Hot write: diary</i> <p>Summer Term</p> <ul style="list-style-type: none"> - Narrative: spooky story - Persuasion: Egyptians advert - Poetry: Shape / Free Verse <i>Cold write / Hot write: narrative</i> 	<p>Punctuation</p> <p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - ***Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction accurately (Y1/2)) - Use capital letters for proper nouns and the personal pronoun I (Y1) - Use question marks and exclamation marks correctly (Y1) - ***Use apostrophes for singular possession and contraction (Y2) - Use commas for lists (Y2) - Use brackets for parentheses (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use inverted commas to punctuate direct speech (Y3) - Use colons to introduce a list (Y3) - Use colons to introduce an example (Y3)

Objectives in bold: writing assessment criteria includes prior learning objectives in red *** Denotes layered target

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Composition	Y3 Writing Targets 		
<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - 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 (Y2) - Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements (Y2) - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2) <p>Pupils should be taught to plan, organise and evaluate their writing by:</p> <p><u>Planning writing</u></p> <ul style="list-style-type: none"> - Discuss and record ideas in a planning format - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p><u>Drafting and writing for purpose</u></p> <ul style="list-style-type: none"> - Consistently select appropriate grammar and vocabulary - Use and organise paragraphs around a theme or to group related material - Adapt their writing to a range of different purposes and audiences - In non-chronological reports linked to a theme, use simple organisational devices [for example, headings and sub-headings] - Use poetry as a vehicle for learning imaginative and figurative language - In narrative writing, build plot, develop and describe settings and characters; integrate dialogue to convey actions - Use diary writing to describe and inform - Write persuasively to entertain and convince an audience - Create instructions that have sequenced steps and use organisational devices <p><u>Editing and improving</u></p> <ul style="list-style-type: none"> - Proofread their writing for spelling and punctuation errors and clarity - Assess the effectiveness of their own and others' writing and suggesting improvements - Improve writing by editing grammar and vocabulary choices, including pronoun use <p><u>Sentence variety</u></p> <ul style="list-style-type: none"> - ***Learn how to use a range of Alan Peat sentence types, e.g: <i>All the w's / BABS / List / Similes / Noun, which/who/where</i> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> - Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2) - Compose and rehearse sentences orally to develop vocabulary and sentence variety - Use oral composition to develop dialogue for characters in dialogue 	<p>Autumn 1</p> <p><u>SEN:</u></p> <ul style="list-style-type: none"> - I will write three grammatically correct, simple sentences (including HFW, CL, full stop) independently 60% of the time. <p><u>Must:</u></p> <ul style="list-style-type: none"> - I can identify a noun, pronoun, verb, adjective and adverb. <p><u>Should:</u></p> <ul style="list-style-type: none"> - I can identify and use conjunctions to show: time, place and manner. <p><u>Could:</u></p> <ul style="list-style-type: none"> - I can identify and use determiners correctly. <p>Autumn 2</p> <p><u>SEN:</u></p> <ul style="list-style-type: none"> - I will write three grammatically correct, simple sentences (including HFW, CL, full stop) independently 60% of the time. <p><u>Must:</u></p> <ul style="list-style-type: none"> - I know how to write a statement, question, exclamation and command. <p><u>Should:</u></p> <ul style="list-style-type: none"> - I can write noun and prepositional phrases. <p><u>Could:</u></p> <ul style="list-style-type: none"> - I can use fronted adverbials to express time, place and manner. 	<p>Spring 1</p> <p><u>SEN:</u></p> <ul style="list-style-type: none"> - I will write five grammatically correct, simple sentences (including HFW, CL, full stop and question marks) independently 80% of the time. <p><u>Must:</u></p> <ul style="list-style-type: none"> - I can use question marks, exclamation marks and commas in a list. <p><u>Should:</u></p> <ul style="list-style-type: none"> - I can use apostrophes to show contraction and singular possession. <p><u>Could:</u></p> <ul style="list-style-type: none"> - I can use apostrophes for plural possession. <p>Spring 2</p> <p><u>SEN:</u></p> <ul style="list-style-type: none"> - I will write five grammatically correct, simple sentences (including HFW, CL, full stop and question marks) independently 80% of the time. <p><u>Must:</u></p> <ul style="list-style-type: none"> - I can use present and past tenses correctly. <p><u>Should:</u></p> <ul style="list-style-type: none"> - I can use progressive verbs in present and past tense to mark actions in progress. <p><u>Could:</u></p> <ul style="list-style-type: none"> - I can use present perfect forms of verbs and group related material in paragraphs 	<p>Summer 1 and Summer 2</p> <p><u>SEN:</u></p> <ul style="list-style-type: none"> - I will start to independently use structure, including the use of simple layout across a range of text types, 60% of the time <p><u>Must:</u></p> <ul style="list-style-type: none"> - I can use 2A, BOYS, List, and simile sentences in my writing <p><u>Should:</u></p> <ul style="list-style-type: none"> - I can use 2A, All the w's BOYS, List, Simile and Short sentences in my writing <p><u>Could:</u></p> <ul style="list-style-type: none"> I can use 3-ed, personification of weather, Emotion word, The more, the more (the less, the less) sentences in my writing <p>Grammatical Terminology</p> <p><i>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), tense</i></p>

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