



Barnwood C of E Primary

English Writing Curriculum Plan

Year 3

Formulaic Approach to Planning the Writing Journey

Deconstruct It! – use of WAGOLLS to establish text and language features. These can form Steps to Success (StS)

Collect It! – explore and collect rich and varied language from reading for use in own writing

Plan It! – after full immersion in language, knowledge of topic and structures of text type, plan what they want to write (this can be done as a whole class/group joint composition or a story/fact map)

Rehearse It! – giving children experience of short burst writing opportunities that feed directly in to the text type. This can be practising and crafting a newly taught skill – effect and compositional and/or grammar and punctuation. Use ‘Warm-Up the Word’ and ‘sick sentences’.

Construct!– readiness to write final piece. This should offer opportunity to write for extended and sustained lengths. It can be chunked across several days but end up as a final and complete composition. This will include precision teaching (inc. spelling / grammar and punctuation), modelling and crafting and relating back to purpose and function of text.

Edit It! – encourage children to take ownership of their own writing. Editing should first be taught and then children can self-edit or peer edit. Reference must be paid to the success criteria collected at the Deconstruct It stage.

Celebrate It! (optional)– choose key pieces that should be written up to **published** standard. This allows you to create a relevant print rich environment where children’s work is displayed. It also gives opportunity for children to practise their handwriting with an emphasis on audience and purpose.

KS1 – heavily weighted towards imitating modelled texts, fiction and non-fiction

LKS2 - heavily weighted towards innovating authorial styles and texts, fiction and non-fiction

UKS2 - weighted towards inventing own compositions based on an understanding of the audience and purpose and authorial style of fiction and non-fiction texts.



Writing to Entertain

Narrative (including imitations and innovations)
Description
Poetry
Characterisation
Setting

Planning Tools

Story map
Story mountain
Boxing up

Text Structures

Plan openings around characters, setting, time of day and type of weather

Paragraphs to organise ideas in to story parts.

Expand and develop 5-part story model with more detail and richer vocabulary

Introduction – should include detailed description of setting and/or characters.

Build up – Build in some suspense towards the problem or dilemma.

Problem / Dilemma –include details of actions and dialogue

Resolution –should link with the problem

Ending – clear ending that links back to the start, shows how the character is feeling, how character or situation has changed from beginning.



Writing to Inform

Recount (inc, Non-chronological Report)
Letter
Explanation
Newspaper
Biography

Planning Tools

Fact or Text map
Boxing up

Text Structures

Paragraphs to organise ideas around a theme.

Headings – titles, subheadings, by-lines, text box titles

Hooks – opening statement / question to hook reader

Introduction opening factual statement or definition

Standfirst – summary introductions – ‘5 ws’ – who? What? Where? When? Why?

Middle section(s) – group related ideas, facts in to paragraphs, based on reading and research. Sub-headings used to structure text and sections so they can be read in a non-linear fashion. Topic sentences used to introduce paragraphs.

Use of lists using **bullet points and numbers for chronology & order, labelled diagrams, flow diagrams, text boxes with illustrations and explanation**

Endings that offer personal response



Writing to Persuade

Advertising – written and verbal
Letter
Speech
Poster

Planning Tools

Text map
Text Flow chart

Text Structures

Use of 2nd person directing comments and questions directly at the audience.

Features of a letter – address on right, date underneath and greeting

Introduction – presents the theme using direct and emotive language. Use of a rhetorical question to hook the reader in and make them think.

Middle section(s) – Paragraphs used to organise each point in support of the persuasive argument. Each paragraphs makes a different point that is expanded upon The writing presents as a one sided view point.

The ending summarises main point and offers a final hard-hitting opinion.
Cohesive ties

Sentence Construction

Vary long and short sentences Long sentences for description or information and short for emphasis or make a key point. Discuss impact of long and short sentences on the flow of the composition and the reader.

Embellish simple sentences by:

Adverb starters to add detail e.g. **Carefully**, she stumbled her way through the cave. **Amazingly**, small insects can . .

Adverbial phrases used as a 'where', 'when; or 'how' (fronted adverbials) e.g. **A few days ago**, we discovered a hidden box. **At the back of the eye**, there is a retina.

Prepositional phrases to place the action e.g. behind the tree, in the air, on the lawn, above the rooftops

Further develop compound and complex sentences by using a diverse, purposeful range of conjunctions to suit the purpose:

(see conjunctions and sentence signposts document) e.g. Conjunctions that are **Subordinating** (that connect independent clauses), **Coordinating** (that connect dependent clauses to the rest of the sentence) and **correlative** (that joins clauses of equal importance)

Develop complex sentences by:

Using a Subordinating conjunctions

Using 'ing' clauses as starters e.g. **Sighing**, the boy finished his homework.

Introducing greater range of relative clauses using who/whom/ whose/ which and that e.g. The girl, whom I remember. The boy, whose name is George, thinks he is brave, The Clifton Suspension Bridge, which was built in 1864, is a popular tourist attraction.

Cohesive ties and Conjunctive adverbs

Use of paragraph openers to give cohesive flow and order to the composition e.g. Many people will argue that ... Furthermore, research proves that In addition, I would like to raise the point that . . .

Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!

Word / Language Structure

Prepositions:

(consolidate Year 2 list –behind, above, along, before, between, after) next to, by the side of, in front of, during, through, throughout

Expanded Alliteration/ play on words:

e.g. the wicked witch whizzed her wand.

Charlie's chicken is finger licking, lusciously lovely.

Similes using 'Like' and 'as':

e.g. hot like the sun, standing guard like soldiers

The moon was as bright as a bulb

Emotive language

Personal and provocative language used to manipulate and/or effect the reader e.g. How heartless would you be if you . . .

This would be disastrous ...

Boastful, exaggerated language used to persuade and convince e.g. magnificent, unbelievable, remarkable

Use of increasingly powerful language and introduce synonyms (look=stare, shiver=tremble, move=slither) magpied from reading **and precise nouns i.e.** a poodle rather than a dog or rose rather than a flower.

More technical tier 3 vocabulary to add detail.

Green Basilisk Lizards are omnivores, surviving on a diet of plants, fruit and insects.

Drops of rain pounded on the corrugated tin roof and banged like a drum.

Further embed use of two adjectives (separated by a comma) to describe a noun e.g. The **scary, old woman**. Squirrels have **long, bushy** tails.

Use of determiners a or an according to first letter of next word.

Consistent use of verb tense in writing; understanding past, present and future.

Punctuation

(Consolidate Year 1 and 2)

Introduce:

Colon before a list e.g. He packed:

Ellipses to keep the reader in suspense

Secure use of speech marks for direct speech and introduce conventions of writing speech including: new speaker = new line, punctuation before the closing speech mark and the ABA rule

Use of commas after fronted adverbials e.g. Later that day, Billy heard some bad news.

Terminology

Consolidate

Finger spaces, Letter/ s, Word / s, Sentence / s
Full stops, Capital letters, Question mark, Exclamation mark, Speech bubble, Bullet points
Numbered points, Singular, Plural, commas, alliteration, similes, apostrophes, speech marks, noun, verb, adverb, adjective, command / imperative verb, tenses – past, present and future

Introduce

Conjunctions
Prepositions
Direct speech
Clause
Subordinating clause
Simple and complex sentences
synonyms
Determiners
Relative clause and relative pronoun
Colon