Writing Curriculum
Year 3

Explicitly model writing behaviours and monitor student understanding in this area:

• Write using set structure of various genre formats
eg. narrative, recount, procedure, report, explanation, exposition, poem, play,
job description for class tasks, reviews, graph, email and advertisements

• Understand that writing has many purposes in all curriculum areas eg. to inform,
entertain, persuade others, record ideas and results

• Writing with a particular audience in mind
  • Students to be able to explain why

Introduction to:

• Look at other writing and demonstrate understanding of purpose, audience and content
eg.
  • Look at the needs of young viewers in an advertisement, junk mail
  • Compare two different texts and talk about differences and how they relate to the purpose

• Write about a familiar and new experiences

• Use a variety of ways to present information eg. diagrams, maps, illustrations and captions

• Write sentences, both simple and compound

• Writing with some interrelated ideas and information about familiar topics eg.
  • Includes interrelated characteristics when describing an item or person
  • Gives a few reasons to support a point of view
• Sequencing of information within a text
  eg.
  • Written narrative, web design, software instruction

• Organise writing using headings and sub headings

Grammar

• Tense
  eg Discuss the effect of using correct tense to indicate time in writing

• Writing well formed sentences
  eg Using knowledge of conventions, subject-verb agreement, a compound sentence has two or more independent clauses, complex sentence structure and punctuation

• Different grammatical patterns in texts to develop settings for fiction or factual texts
  eg adverbial phrases such as ‘down the street’ or ‘in the rainforest’

• Use a variety of prefixes and suffixes eg. ing, ed, un

• Identify common and proper nouns, verbs and adjectives

Planning:

• Plans own writing using planning sheet

• Use other texts as a model for planning own writing

• Create a flow chart or spider plan of words linked to a topic

• Collect ideas and resources for writing in a personal portfolio

• Use a variety of texts to research about a topic and summarise in own words
Proofreading and Editing:

- Set and monitor short-term goals for the development to improve their own writing
- Check planning according to the purpose
- Checking for clarity of meaning
- Use varied sentence beginnings
- Use a thesaurus to incorporate alternative new words
- Checking conjunctions, adjectives
- Evaluate then adjust writing through self and peer assessment using editing and text structure/genre checklists
- Proofread to check spelling by going backwards word by word along a sentence rather than just ‘reading’ work forwards
- Read through own work to check for spelling errors and to ensure that writing makes sense
- Circle or underlines words to indicate if they are unsure of spelling
- Accurately use:
  - Full-stops
  - Speech marks
  - Commas
  - Apostrophe of possession
  - Apostrophe for contractions
  - Question marks
  - Exclamation marks
  - uses capital letters appropriately
- Participates in listing ideas about a topic or genre
- Is able to complete tasks in set time
• Reflecting upon written texts in relation to representations of gender, race, class, age and ability

• Interviewing writers about ways in which a sense of audience influences writing

• Evaluating written texts
e.g. Gains oral feedback from expert writer
Identifies sexist, racist, classist and violent ideas and opinions

Computer and Resource based learning:

• Operational techniques in the effective use of media and ICT’s for the production of visual and written texts by creating and manipulating graphics and sound.
e.g.
  • Using a software program to organise data or create a narrative
  • Present a storyboard as a series of posters
  • Use a word processor to plan, draft, edit and publish a piece of writing
  • Using software to produce group research reports in a table, using captions, figures and verbal text
  • Plan and create an interactive product with audio, graphics, video and text. Use a variety of applications to generate a virtual tour of a well known site
  • Publish a storyboard for a cartoon