Writing Map: Year Three

Vocabulary, grammar and punctuation	NARRATIVE LEARNING OUTCOMES	KEY SKILLS
Sentence structure and grammar • Write multi-clause sentences. (Compound and sentences with a main clause and a simple subordinating clause.) • Use a range of simple coordinating and coordinating conjunctions to link clauses within multi clause and compound sentences. • Express time, place and cause using **conjunctions** (For example, **when, before, after, so, because**) **adverbs** (for example, **then, next, soon,**) or **prepositions** (for example, **before, after during, above,**) • Begin to vary sentence starters use adverbials of time, place, and manner (for example **After a while, High above, Slowly and carefully**) • Use a range of simple adjectives and expanded noun phrases to make meaning clear and specific. · Write sentences which grammatically correct and make sense to the reader. · Check for meaning and identify and correct grammar errors with minimum support. · Use the correct tense and verb form and know how to turn commonly used verbs from past to present and vice a versa. · Use the present perfect form of verbs instead of the simple past(for example, *He has gone out to play,* instead of *He went out to play* · Begin to use paragraphs as a way to group related material, using headings and sub-headings to aid presentation. **Punctuation** • Few errors are now made in the use of capital letters, full stops, question marks and exclamation	**Children will be able to:** • Identify the main features of different types of stories: settings, story language used, typical characters , problems, development of plots, dilemmas, types of resolutions • Compare and contrast different settings within stories, types of characters, development of plot. • Analyse the different ways stories are structured. • Compare and contrast characters and describe how characters behave, e.g. fair or unreasonable, brave or foolish and explain their relationships with other characters. • Analyse words and phrases used for description and apply in their own writing. • Write descriptions of different settings and different characters using a range of descriptive words and phrases. • Analyse the use of language to build tension or create suspense. • Begin to create suspense and excitement through using different sentence openers and selective use of vocabulary. • Select and use appropriate words and phrases to express how a character feels through their actions, what they say and how they say it. • Expand upon ideas in their sentences to explain characters motives as well as their feelings. • Write in role and describe /retell the situation from a characters point of view. • Use dialogue to explain characters motives and feelings in stories and know to switch to present tense when writing direct speech. • Write the next part of the story from a given extract or picture. · Begin to use paragraphs to distinguish between time, place and mood in their stories.	• Sequence events in their stories which build upon previous actions of characters. • Be able to select and use a wider range of adjectives expand noun phrases, powerful verbs and adverbs to create excitement and tension in the writing. • Use a range of powerful verbs and use some adverbs which imply characters feelings. • Be able to write in role maintaining first person and past tense throughout writing. • Begin to vary sentence starters use adverbials of time, place, and manner: for example *After a while, High above, Slowly and carefully,* to link ideas between sentences and to create excitement. • Expand on ideas in sentences giving the characters motives and feelings using a range of simple co-ordinating and subordinating Conjunctions • Begin to use paragraphs to organise and link ideas. • Begin to interweave dialogue into narrative to explain characters feelings and motives .

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marks.
- Using commas for lists.
- Using inverted commas to punctuate direct speech more consistently
- Use T/S/W/C to check work and can correct errors identified by an adult more independently.

TERMINOLOGY TO BE USED AND UNDERSTOOD:
adverb, preposition, conjunction, prefix, word family clause, subordinate clause, direct speech, inverted
- commas or speech marks

Recounts	KEY SKILLS

Children will be able to:
 • Identify the features different types of recounts and be able to compare and contrast them: 1st person accounts, impersonal historical of accounts, diary recounts, which are more conversational and informal and recounts in the form of letters.
 • Compare a recount of the same event in a variety of ways to identify the difference in the language features and similarities in structure.
 • Write different types recounts, according to the features.
 • Be able to write consistently in 1st/2nd/3rd person
    • Write consistently in the past tense
	• Structure the recount according to the type it is.
	 • Use simple factual language in impersonal recounts and simple expanded noun phrases to give more details.
	 • Use emotive language in diary recounts to engage the reader.
	 • Express time, place and cause using simple adverbial clauses which are linked by a range of simple subordinating and coordinating conjunctions.
	    • Writing in 1st /2nd/ 3rd person and past tense.

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Instructions	KEY SKILLS
Children will be able to: • Read and follow instructions for different purposes. • Understand how more complicated written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys; and compare and contrast different types of instructions. • Evaluate the effectiveness of different types of instructions read. • Know how to hook the reader in their introduction. • End instructions with a simple final comment, warning or reminder. · Write different types of instructions applying structural and language features	• . Write a simple opening to attract the reader's attention. • Give tips and end instructions with a final comment or reminder. • Use imperative verbs and time adverbs and adverbial phrases to state each instructions. • Use some adverbs to explain how to carry out an 'action' • Use adjectives and expanded nouns appropriately to give essential information. • Begin to be able to expand on simple instructions to explain why it needs to be followed. • Use a range of simple subordinating and coordinating conjunctions to link ideas within sentences. • Use commas for lists and punctuate work accurately. • Edit out any errors and make some simple revisions.
Using dictionaries/Information Texts	KEY SKILLS
Children will be able to: · Explain the purpose and organisation of a dictionary. · Use the second place letter to locate and sequence in alphabetical order. · Use dictionaries to find/check definitions. · Use a simple thesaurus to find synonyms. **Children will be able to:** · Recognise and explain some of the features of a wider range of information texts: structural and language features. · Compare and contrast the different ways information texts are presented, including IT based resources. · Make simple inferences and deductions from pictorial and written evidence. · Raise a wider range of questions in order to carry out some research and in response to looking at pictorial and written historical evidence. · Sort statements around an information texts into : Facts and Opinion · Locate information, using contents, index, heading and sub-heading · Skim and scan a text to locate the topic sentences, key words and phrases crucial to meaning and be able to record in different ways: E,G. on a mindmap, flow diagram or spider gram; · Summarise orally in one sentence the content of a passage /paragraph using the topic sentence to help them. · Use flow diagrams, mindmaps and spider grams to help them plan and organise their work	• Write a simple introduction to an information text which informs the reader what the text is about. • Use sub-headings and topic sentences. • Write multi-clause sentences (compound and sentences with a main clause and a simple subordinating clause) to expand on information given. • Use a range of simple coordinating and subordinating conjunctions to link ideas within multi- clause and compound sentences. • Use a range of simple factual descriptive language including simple expanded noun phrases and some technical vocabulary to make the writing clear and specific. • Use some different sentence openers to engage the reader. • Write more consistently in third person and know when the report needs to be present or past tense and be able to use the correct verb form.

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• Write different types of information texts, based on the ones they have examined and demonstrate their skills in applying the features of a particular information text: E.G. historical report, information leaflet, non- chronological report related to their topic.	
Explanation Texts	**KEY SKILLS**
Children will be able to: • Explain the difference between instructional and explanation texts. • Identify the structural and language features of explanation texts and explain some of the features. • Distinguish between time and causal connectives and know their job. • Extract key words/phrases from an explanation text to summarize it and put into a flow diagram or cyclical diagram with some support. • Use their understanding of the organization of an explanation text to plan their own using a flow diagram or mind map. · Write an explanation text, using their plan and applying the structural and language features.	• Simple but logical ideas which are clearly understood by the reader. • Write multi-clause sentences to expand on ideas which explain why and how. • Use a range of simple time and causal adverbs to link ideas between sentences. • Use a range of simple causal conjunctions to link ideas in sentences. • Use simple factual descriptive language including expanded noun phrases and some technical language to make the writing easy to understand. • Written in the present tense/ third person and sentences are grammatically correct. • Begin to use paragraphs beginning with a topic sentence.
PERSUASIVE TEXTS: Advertisements, posters, leaflets to persuade, letters to persuade	**KEY SKILLS**
Children will be able to: • Recognise and use the features of posters, and leaflets which promote an event or persuades you to do something. • Identify some persuasive techniques used to engage the reader: use of questions, alliteration, short punchy slogans and sentences, bossy sentences, boastful ad emotive language • Use persuasive language, when designing and writing the copy for their poster. • Recognise the different purposes of a letters: to recount, explain, apologise, enquire, complain, invite, congratulate. • Identify the structural and language features and the ways of addressing people, formally and informally. • Write informal and formal letters, using simple persuasive language.	• Give simple reasons to support a viewpoint, using a range of simple subordinating conjunctions to link viewpoint and reason. • Use simple adverbs and adverbial phrases to link ideas between sentences. • Begin to vary sentence length including the use of 'short punchy sentences" to engage the reader. • Use a range of simple persuasive phrases and persuasive techniques to suit the purpose of the writing and engage the reader, • To be able to use a range of simple emotive and 'boastful' adjectives to excite interest and persuade the reader. • To begin to organise writing into paragraphs and make simple links between them.

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