# Year 3 Writing Pathway – Autumn

		Hagic & Wone	ler – Autumn	
L'and	Between Angela McAllister 2nd		Heart and Bottle er Jeffers	OR The First Drawing Mordical Gers n 1st
			ns, 3+ weeks 10 sessions, 2 weeks	
Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue Own version 'dilem Setting descriptions poster, retelling, inst media updates, dialogue		s, advertisement/ tructional flyer, social	Own historical narratives Character descriptions, diaries, recounts	
Writing Composition			Reading Comprehension	
<ul> <li>to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>2. Discussing and recording ideas</li> <li>Draft and write by: <ol> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> </ol> </li> <li>Evaluate and edit by:</li> </ul>		<ol> <li>Listening to and discussing a wide range of fiction, poetry plays, non-fiction and reference books or textbooks</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions</li> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>Understand what they read, in books they can read</li> </ol>		
	<ol> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-reading for spelling and punctuation errors</li> </ol>		independently, by:	
2.			thoughts and inferences w 2. Predicting w implied 3. Identifying	erences such as inferring characters' feelings, d motives from their actions, and justifying with evidence what might happen from details stated and main ideas drawn from more than one nd summarising these

### Vocabulary, Grammar & Punctuation

- 1. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- 2. Introduction to paragraphs as a way to group related material
- 3. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- 4. Fronted adverbials [for example, Later that day, I heard the bad news.]
- 5. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 6. Introduction to inverted commas to punctuate direct speech use of commas and other punctuation to indicate direct speech
- 7. Use of commas after fronted adverbials
- 8. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- 9. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

#### Spelling Coverage

#### Word List Words:

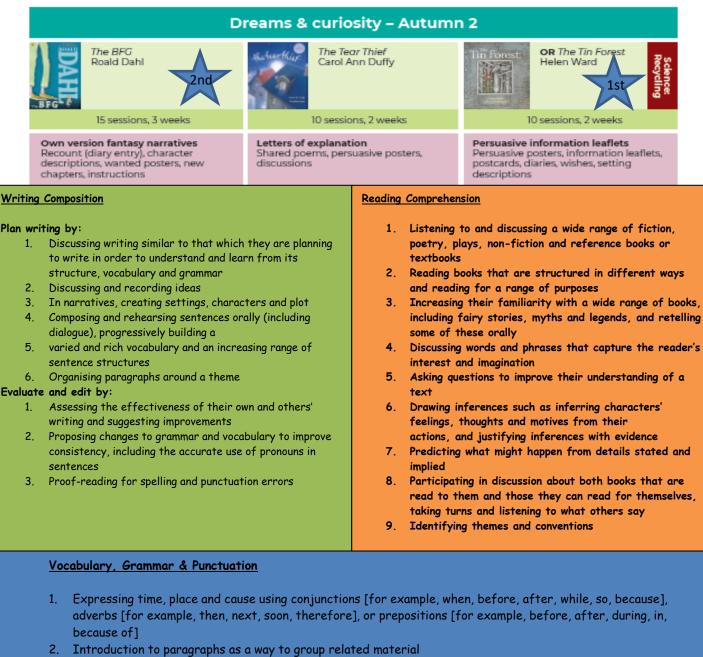
describe, early, earth, imagine, suppose, surprise, thought

**Spelling Rules and Patterns:** The suffix -ous appear, believe, disappear, experience, famous, heard

The prefixes: dis-, mis-and their effect on a word

Endings which sound like /jan/, spelt -tion, -sion, -ssion, -cian

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- 4. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 5. Fronted adverbials [for example, Later that day, I heard the bad news.]
- 6. Use of commas after fronted adverbials

#### Spelling Coverage

Word List Words: particular, perhaps, position, possible, quarter, question, therefore

**Spelling Rules and Patterns** Possessive apostrophe with plural words address, famous, grammar, guard, potatoes, sentence

Endings which sound like /jan/, spelt -tion, -sion, -ssion, -cian

Words with the /i:/ sound spelt ei after c

The suffix -ation