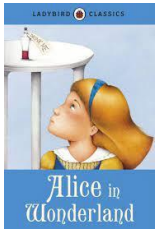


English MTP- Writing





Year: 3 **Term: Spring 1** **Focus text: Alice in Wonderland**

National Curriculum objectives:

Writing composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- 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 (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate

Spelling objectives:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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.

Prior Knowledge:

- Children will be able to plan their writing by discussing ideas and identifying key vocab.
- Children will be able to write simple, coherent narratives with a clear beginning, middle and end.
- Children will be able to sequence sentences logically to create a coherent piece of writing.
- Children will be able to write for different purposes, including stories, recounts, descriptions and instructions.
- Children will be able to use ideas from stories they have read to support their own writing.
- Children will be able to reread their writing to check that it makes sense.
- Children will be able to make simple additions and corrections to improve their writing.
- Children will be able to write sentences that communicate a clear idea.
- Children will be able to use co-ordinating and subordinating conjunctions.
- Children will be able to use expanded noun phrases to describe characters, setting and objects.
- Children will be able to select appropriate adjectives to add detail to their writing.
- Children will be able to use adverbs to describe actions.
- Children will be able to use the past and present tenses appropriately.

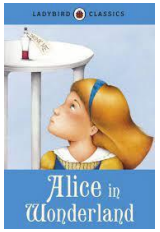
Key vocabulary:

curious, wonderland, rabbit hole, mysterious, enormous, tiny, peculiar, caterpillar, enchanting, bewildered, bizarre, majestic, whimsical, wandered, stumbled, muttered, shrieked, astonished, anxious, puzzled, timid, threatening, unsettling, furious, flabbergasted, perplexed, mesmerising, apprehensively



English MTP- Writing



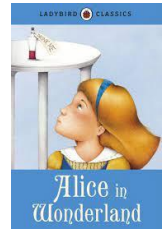


Year: 3 Term: Spring 1 Focus text: Alice in Wonderland

intonation and controlling the tone and volume so that the meaning is clear. <u>Vocabulary, grammar and punctuation</u> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		• Children will independently use capital letters and full stops accurately to demarcate sentences. • Children will be able to use question marks and exclamation marks appropriately. • Children will be able to recognise and write statements, questions, commands and explanations. • Children will be able to use apostrophes to mark contracted forms and singular possession. • Children will be able to maintain a consistent tense throughout a short piece of writing. • Children will be able to use the progressive form of verbs such as was walking and is running. • Children will be able to spell common exception words taught in Year 2. • Children will be able to apply previously taught spelling rules. • Children will be able to spell words containing common suffixes including –ment, -ness, -ful and –ly. • Children will be able to spell words containing previously taught phonemes and graphemes. • Children will be able to begin joining letters using diagonal and horizontal strokes. • Children will be able to recognise and spell common homophones. • Children will be able to make additions to sentences to provide further detail. • Children will be able to correct simple spelling and punctuation errors.	



English MTP- Writing



Year: 3 **Term: Spring 1** **Focus text: Alice in Wonderland**

	Unit 1	Unit 2	Unit 3
Writing focus	• Dairy – When Alice falls down hole.	• Persuasion Letter – To go to the tea party	• Narrative –Alternative Ending / retell
SPaG focus	• Past tense • Chronological order • First person	• Facts and statistics • Expanded noun phrases • Emotive language • Past tense	• Adverbs of times • Subordinating conjunction • Coordinating conjunctions • Adverbs of manner
Spelling focus	**Contractions** shouldn't, couldn't, he'd, it's, wasn't. **Prefixes re-** rearm, redo, repaint, reapply, replay. **Common exception words** early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous	**Words with endings sounding like sure or ture.** measure, structure, capture, pressure, sure. **Prefixes sub-** subway, subtle, submit, subscribe, submarine **Common exception words** favourite, February, forward, forwards, fruit, grammar, group, guard, guide, heard	**Adding suffixes beginning with vowel letters to words of more than one syllable** Nicest, happiest, sunnier, forgotten **Words ending in 'ous'** dangerous, cautious, curious, disastrous, enormous **Common exception words** heart, height, history, imagine, increase, important, interest, island, knowledge, learn