



# **Year 3**

## **Writing Genre Overview**

### Writing Genres Overview – Year 3

<b>Term</b>	<b>Quality Text</b>	<b>Genre Taught</b>
<b>Autumn 1</b>	A Lion in Paris	Non-fiction Travel Brochure (Persuasive)  Diary entry (Lion's viewpoint)
<b>Autumn 2</b>	Fly Eagle, Fly	Poetry – Acrostic, similes, performance poetry  Playscript
<b>Spring 1</b>	Egyptian Cinderella	Explanation – (How to Mummify)  Narrative – Traditional/Fairy stories
<b>Spring 2</b>	Stone Girl, Bone Girl	Report – Information Leaflet (Science)  Auto-biography (Recount)
<b>Summer 1</b>	The Accidental Prime Minister	Narrative - Dilemmas  Letter – to inform (to HT, if I were HT for the day)
<b>Summer 2</b>	Lob	Instructions – (Lob's instructions to look after the garden)  Narrative – Legends imaginary character

Genre	Text Features	SPaG Features
<b>Explanation</b>	<ul style="list-style-type: none"> <li>- Uses title 'How . . .' or 'Why. . .' indicates what I am writing about</li> <li>- The opening statement introduces the topic and addresses the reader</li> <li>- Uses a series of logical steps explains how or why something happens</li> <li>- Has included a diagram</li> <li>- Uses a concluding summary or statement relates the subject to the reader</li> <li>- Gives additional information in boxes</li> <li>- Uses the present tense</li> <li>- Uses conjunctions</li> <li>- The glossary explains technical language</li> </ul>	<ul style="list-style-type: none"> <li>- begin to organise paragraphs around a theme</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> <li>- Use compound sentence, complex sentence</li> <li>- use simple organisational devices for example, headings and sub-headings in non-narrative material</li> <li>- express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> <li>- express time, place and cause using adverbs [for example, then, next, soon, therefore]</li> <li>- express time, place and cause using prepositions and prepositional phrases e.g. before dark, during break</li> <li>- use 'a' or 'an' with accuracy</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>- read and follow instructions</li> <li>- give clear and detailed instructions to a group</li> <li>- read, compare and evaluate a range of instructions with different organisational structures</li> <li>- plan instructions through researching a particular task and organise my ideas</li> <li>- write their own instructions using simple organisational devices and paragraphs</li> <li>- develop openings and closings that hook the reader</li> <li>- proof read, edit and evaluate own writing</li> </ul>	<ul style="list-style-type: none"> <li>- use prepositional phrases for clarity and detail</li> <li>- use of determiners to add clarity</li> <li>- use of a colon to introduce a list</li> <li>- use of commas after fronted adverbials</li> <li>- use of simple and compound sentences</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>- The story has an opening, build-up, climax, resolution and ending</li> <li>- Describe the characters by what they say and do</li> <li>- Use paragraphs for each new idea</li> </ul>	<ul style="list-style-type: none"> <li>- begin to organising paragraphs around a theme</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> </ul>

	<ul style="list-style-type: none"> <li>- Some chapters end with a 'fiction hook'</li> <li>- Use illustrations</li> <li>- Use interesting language</li> <li>- Use connectives and commas to extend simple sentences</li> <li>- Use apostrophes correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Use compound sentence, complex sentence</li> <li>- express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> <li>- express time, place and cause using adverbs [for example, then, next, soon, therefore]</li> <li>- beginning to use inverted commas to punctuate direct speech</li> <li>- use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>- use 'a' or 'an' with accuracy</li> </ul>
<b>Non - Chronological</b>	<p>My report describes the way things are  The title says what the instructions are for  I used correct names in the text  I included a list of requirements/equipment at the beginning  I used verbs in the imperative  I used the present tense  I listed all the steps in chronological order  I included diagrams/illustrations  I used time words  I used a helpful layout</p>	<p>begin to organising paragraphs around a theme</p> <p>demarkate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>use compound sentence, complex sentence</p> <p>use simple organisational devices for example, headings and sub-headings in non-narrative material</p> <p>express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>express time, place and cause using adverbs [for example, then, next, soon, therefore]</p>
<b>Persuasive</b>	<p>I supported my arguments with reasons and factual evidence  Begin to use conjunctions to link arguments in paragraphs  I used some/all of the following persuasive devices:</p> <ul style="list-style-type: none"> <li>• emotive language</li> <li>• rhetorical questions</li> <li>• daring the reader to disagree</li> <li>• use of pictures to persuade</li> </ul> <p>Evaluate advertisements and their impact.</p>	<p>begin to organising paragraphs around a theme</p> <p>use simple organisational devices for example, headings and sub-headings in non-narrative material</p> <p>demarkate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p>

		use compound sentence, complex sentence
<b>Poetry</b>	<p>I was inspired by the poem . . .</p> <p>I have kept to a rhyme pattern using sensible rhymes</p> <p>My verbs are powerful</p> <p>My adjectives are strong</p> <p>I used alliteration</p> <p>I used similes</p>	<p>demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>use of powerful verbs</p>
<b>Recount</b>	<p>My recount includes an introduction</p> <p>I included fronted adverbials</p> <p>I included illustrations (if helpful)</p> <p>I included essential words</p> <p>I used the past tense</p> <p>I made the right choice of vocabulary and sentences</p> <p>I showed chronological order</p> <p>I wrote in the 1<sup>st</sup> or 3<sup>rd</sup> person</p> <p>I included a closing statement</p>	<p>begin to organising paragraphs around a theme</p> <p>demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>Compound sentence, complex sentence</p> <p>beginning to use inverted commas to punctuate direct speech</p> <p>express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>express time, place and cause using adverbs [for example, then, next, soon, therefore]</p>

## Year 3-4 Writing Key Objectives Taken from the National Curriculum

1	spell words that are often misspelt (Appendix 1)
2	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
3	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
4	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
5	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
7	Organising paragraphs around a theme
8	In narratives, creating settings, characters and plot
9	In non-narrative material, using simple organisational devices (headings & subheadings)
10	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
11	Proofread for spelling and punctuation errors
12	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
13	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
14	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
15	Using conjunctions, adverbs and prepositions to express time and cause (and place)
16	Using fronted adverbials
17	Difference between plural and possessive -s
18	Standard English verb inflections (I did vs. I done)
19	Extended noun phrases, including with prepositions
20	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)

## Year 3-4 Writing Key Objectives

### Summarised form

1	Spell words which are often misspelt from the Y3-4 list
2	Use the possessive apostrophe accurately with plurals
3	Use a dictionary to check a spelling
4	Use appropriate handwriting joins, including choosing unjoined letters
5	Adopt the features of existing texts to shape own writing
6	Build sentences with varied vocabulary and structures
7	Organise paragraphs around a theme
8	Develop detail of characters, settings and plot in narratives
9	Use simple organisational devices in non-fiction
10	Suggest improvements to grammar and vocabulary
11	Proofread own work for spelling and punctuation errors
12	Read aloud using appropriate intonation, tone and volume
13	Use a range of conjunctions to extend sentences with more than one clause
14	Choose nouns and pronouns for clarity and cohesion
15	Use conjunctions, adverbs and prepositions to express time, cause & place
16	Use fronted adverbials
17	Understand the difference between plural and possessive '-s'
18	Recognise and use standard English verb inflections
19	Use extended noun phrases, including with prepositions
20	Use and punctuate direct speech correctly