



## Year 3 Writing MTPs 2021-2022

Theme	Land before time	
<b>Talk for writing texts</b>	Autumn 1	Autumn 2
	Stone Age Boy by Satoshi Kitamura	The Boy with the Bronze Axe by Kathleen Fidler
<b>Writing outcomes</b>	Diary Setting description Narrative	Narrative Recount Setting description Newspaper report
Key Performance Indicators		
<b>Composition – Planning</b>	I can plan and record my ideas in different ways.	
<b>Composition – Structure</b>	I can organise some of my ideas into paragraphs.	
	I can use conjunctions that signal time and shift the setting (eg: meanwhile, later on, on the other side...)	
<b>Composition – Vocabulary</b>	I can draw on a varied and rich vocabulary to describe and specify.	
	I can use expanded noun phrases.	
	I am starting to use figurative devices (eg: similes)	
<b>Composition – Grammar and Punctuation</b>	I can use a range of conjunctions, adverbs and prepositions	
	I can use fronted adverbials in my writing.	
	I can sometimes use inverted commas to indicate when someone is speaking.	
	I can use the simple present and past tense consistently.	
	I can sometimes indicate possession using apostrophes.	
<b>Transcription – Spelling</b>	I can use a range of pronouns to avoid repetition.	
	I can add prefixes and suffixes to spell some words correctly in my writing.	
	I can spell some Year 3/4 words (Appendix list).	
<b>Transcription – Handwriting</b>	I can spell some of the Year 3/4 homophones (Appendix list).	
	I can use the diagonal and horizontal strokes needed to join letters in all of my writing.	
<b>Greater depth</b>	I can use more varied and rich vocabulary to create an effect.	
	I can punctuate a range of sentences with increasing accuracy.	
	I can spell many of the Year 3/4 words accurately.	
	I can use joined handwriting which shows increased legibility.	



## Year 3 Writing MTPs 2021-2022

Theme	Location, Location, Location	
<b>Talk for writing texts</b>	Spring 1	Spring 2
	Leon and the place between	Matilda by Roald Dahl
<b>Writing outcomes</b>	Setting description Narrative Poetry Report	Character description Narrative Report
Key Performance Indicators		
<b>Composition – Planning</b>	I can plan and record my ideas in different ways.	
<b>Composition – Structure</b>	I can organise some of my ideas into paragraphs.	
	I can use conjunctions that signal time and shift the setting (eg: meanwhile, later on, on the other side...)	
<b>Composition – Vocabulary</b>	I can draw on a varied and rich vocabulary to describe and specify.	
	I can use expanded noun phrases.	
	I am starting to use figurative devices (eg: similes)	
<b>Composition – Grammar and Punctuation</b>	I can use a range of conjunctions, adverbs and prepositions	
	I can use fronted adverbials in my writing.	
	I can sometimes use inverted commas to indicate when someone is speaking.	
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<b>Transcription – Spelling</b>	I can use a range of pronouns to avoid repetition.	
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<b>Greater depth</b>	I can use more varied and rich vocabulary to create an effect.	
	I can punctuate a range of sentences with increasing accuracy.	
	I can spell many of the Year 3/4 words accurately.	
	I can use joined handwriting which shows increased legibility.	



## Year 3 Writing MTPs 2021-2022

Theme	From bean to bar		
<b>Talk for writing texts</b>	Summer 1		Summer 2
	Running Wild by Michael Morpurgo		Fintan Fedora World's Worst Explorer by Clive Goddard
<b>Writing outcomes</b>	Setting description Narrative Poetry		Setting description Narrative Explanation text Balanced argument
Key Performance Indicators			
<b>Composition – Planning</b>	I can plan and record my ideas in different ways.		
<b>Composition – Structure</b>	I can organise some of my ideas into paragraphs.		
	I can use conjunctions that signal time and shift the setting (eg: meanwhile, later on, on the other side...)		
<b>Composition – Vocabulary</b>	I can draw on a varied and rich vocabulary to describe and specify.		
	I can use expanded noun phrases.		
<b>Composition – Grammar and Punctuation</b>	I am starting to use figurative devices (eg: similes)		
	I can use a range of conjunctions, adverbs and prepositions		
	I can use fronted adverbials in my writing.		
<b>Transcription – Spelling</b>	I can sometimes use inverted commas to indicate when someone is speaking.		
	I can use the simple present and past tense consistently.		
	I can sometimes indicate possession using apostrophes.		
	I can use a range of pronouns to avoid repetition.		
<b>Transcription – Handwriting</b>	I can add prefixes and suffixes to spell some words correctly in my writing.		
	I can spell some Year 3/4 words (Appendix list).		
<b>Greater depth</b>	I can spell some of the Year 3/4 homophones (Appendix list).		
	I can use the diagonal and horizontal strokes needed to join letters in all of my writing.		
	I can use more varied and rich vocabulary to create an effect.		
	I can punctuate a range of sentences with increasing accuracy.		
	I can spell many of the Year 3/4 words accurately.		
End of year 3:			
<b>Aim</b>	By the end of year 3, children will become 'moderately fluent writers' and they have a growing ability to structure texts. Pupils at this stage will still need to rehearse and	<b>Assessment</b>	<b>Composition</b> The pupil is starting to work more independently: • to develop ideas and at greater length



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plan their writing in a variety of ways. They are starting to use more vocabulary to suit the purpose and audience of the writing. They will be beginning to use different sentence structures. Tenses and simple punctuation are mainly consistent. Pupils will draw on a range of spelling strategies and spelling is becoming more accurate.

- able to structure texts and experiment with a wider range of writing
- rehearse and refine ideas, prior to writing
- adjust and develop language and content to suit audience and purpose (e.g. expanded noun phrases)
- use a wider range of sentence structures using appropriate adverbs and connectives.

### **Transcription**

- spelling is much more accurate, with a wider range of exception words correctly.
- greater range of grapheme- phoneme correspondences
- using joined handwriting more consistently.