

Term 4 – Writing instructions – Medium Term Plan

Year 3

Word Structure

Step 5	I can spell identified commonly misspelt words from the Year 3 and 4 word list.
Step 4	I know how to spell word families based on common words. For example - solve, solver, solution.
Step 3	I can use the first two or three letters of a word to check its spelling in a dictionary.
Step 2	I can recognise and spell additional homophones. For example - he'll, heal, heel.
Step 1	I know how to spell words with additional prefixes and suffixes and understand how to add them to root words. For example - form nouns using 'super', 'anti', 'auto'.

Handwriting

Step 3	I can increase the legibility and quality of my handwriting by ensuring that: <ul style="list-style-type: none"> Downstrokes of letters are parallel and equidistant Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Step 2	I can use the diagonal and horizontal strokes that are needed to join letters.
Step 1	I understand which letters, when adjacent to one another, are best left unjoined.

Plan writing

Step 3	I can annotate my plan with key language and vocabulary.
Step 2	I can discuss and record ideas for writing.
Step 1	I can look at and discuss models of writing of the text type, purpose and audience to be written, noting: <ul style="list-style-type: none"> Structure Grammatical features Use of vocabulary

Punctuation

Step 3	I can begin to use inverted commas to punctuate direct speech.
Step 2	I can punctuate sentences using apostrophes to mark singular possession.
Step 1	I can punctuate sentences using apostrophes to mark contractions.

Sentence Structure

Step 3	I can use conjunctions, adverbs and prepositions to express time and cause.
Step 2	I can use the perfect form of verbs to mark relationships of time and cause.
Step 1	I can use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.

Draft and write

Step 6	I can write a non-narrative using simple organisational devices such as headings and sub-headings.
Step 5	I can write a narrative with a clear structure, setting, characters and plot.
Step 4	I can group related material together to form simple paragraphs.
Step 3	I can make careful choices about vocabulary used.
Step 2	I can compose sentences using a range of structures linked to the grammar steps.
Step 1	I can orally rehearse structured sentences or sequences of sentences.

Evaluate and edit

Step 4	I can make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.
Step 3	I can suggest improvements to writing.
Step 2	I can assess writing with my peers.
Step 1	I can self-assess the effectiveness of my writing.