

Writing Workshop for Parents

9.10.24

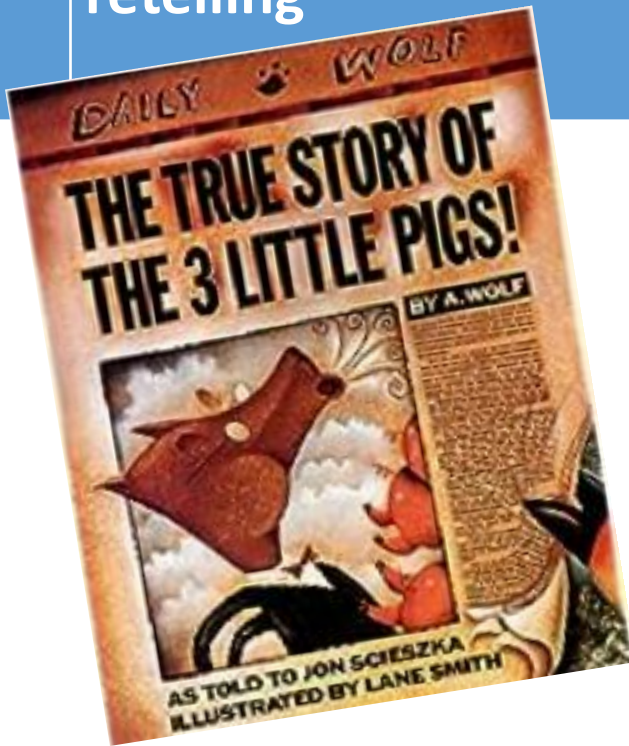
- Units covered
- Approach to spelling and handwriting
- Spelling, punctuation and grammar in lessons (SPAG)
- End of year expectations
- Helping at home
- Daily lessons

Y3 Writing units this year

Autumn
1

The True Story of the Three
Little Pigs
Narrative

Assessment- Narrative-
retelling



Autumn 2

Bears

Fiction and non-fiction- production of a
magazine as a class

Non-chronological report

Instructions

Articles

Character descriptions

Narratives

Assessment- non-chronological report

Y3 Writing units this year

**Spring
1** **The Blue Umbrella**
Narrative (The Write Stuff- animation)

Poetry
acrostic and list

**Assessment- Narrative story (change of
character and setting)**



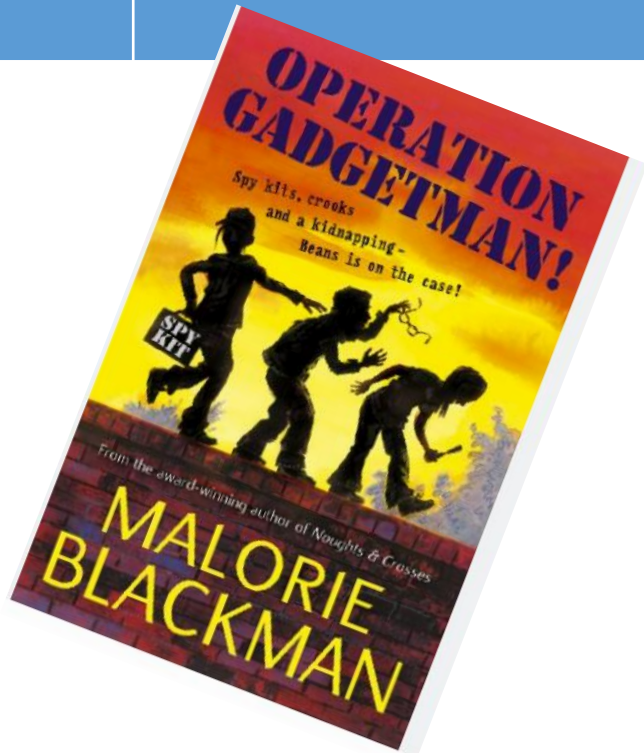
**Spring
2** **Fur and Feathers**
Non-fiction- biography

Assessment-Biography Malorie Blackman



Y3 Writing units this year

Summer 1	Reading Link Operation Gadgetman Malorie Blackman Fiction Narrative setting and character description Emails and letters to and from characters Assessment-letter from one character to another summarising the adventure
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Summer 2

The Robot Dog
Information text (The Write Stuff-animation)
Explanation text

Assessment-explanation text about a robot animal

Approach to spelling

Look	Trace	Copy
address	address	
arrive	arrive	
certain	certain	
experience	experience	
history	history	

Teachers teach spelling patterns from the National Curriculum using the Rising Stars scheme.

Teachers ensure children know the focus pattern.

They read the words and discuss meanings.

The method we use to learn then is look, cover, spell, check which helps children make a mental picture of the words in their head.

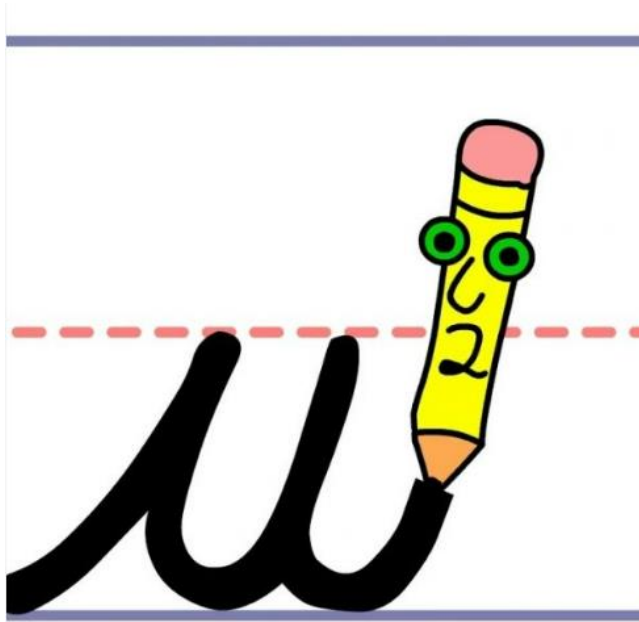
Children then complete a handwriting sheet to reinforce the learning.

Approach to handwriting

We teach handwriting using the letterjoin scheme.

At the end of the year your child will be assessed against the Year 3 criteria for Writing and will be either working towards, secure or greater depth.

Children must join their letters to be assessed as a secure writer- this is the case all through school.



Approach to SPAG (Spelling, punctuation and grammar)

We have developed our own Writing curriculum based on the National Curriculum. We follow a combination of ‘The Write Stuff’ writing scheme and ‘Teaching Toolkits’

Within the lessons, children are taught three types of sentence structures. They have class and paired discussions to collect words and phrases to help them with the sentence. The whole sentence is then modelled by the teacher and the desirable features are discussed. The children then use their ideas and the modelled sentences to write their own sentence, editing and improving along the way.

The sentence types are repeated throughout the units to allow for valuable repetition.

Weekly SPAG lessons are taught to build knowledge further and allow more valuable repetition as needed.

Expectations for end of Year 3

Working at the expected national standard

The pupil can:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make use of paragraphing and organisational devices to structure writing.
- Use co-ordination and subordination to extend sentences (eg when, if, because, although).
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at key stage 1 correctly.
- Spell most common exception words from the Year 2 list and some from the Year 3/4 list.
- Spell contracted words correctly.
- Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).
- Use the diagonal and horizontal strokes needed to join letters.

To use the full range of punctuation from previous key stage.

- To use some punctuation for direct speech (inverted commas and capital letter at the start)
- To mostly use capital letters and full stops to demarcate sentences.
- To use question marks and exclamation marks when required.
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
- p82 of planner

Working in partnership

You can help at home by-

- Ensuring your child practises their spellings each week on their handwriting sheet and through the use of Spellshed.
- Test your child on their spellings verbally or written throughout the week.
- Ensure that any work completed by your child is in their best joined handwriting.
- Let your class teacher know if your child is struggling with the expectations for spelling and handwriting homework- we can adapt where needed.
- The basics- Your class teacher will let you know where your child is with writing. Getting your child to write a sentence that makes sense with a capital letter and full stop with neatly joined handwriting will help.
- Want to push more? Look at your child's planner and use p81 working towards ideas, p82 secure, p83 greater depth ideas. Ask your child to write a paragraph and include as much as possible from that page.



QUESTIONS?



Please visit the Year 3 Writing lessons