

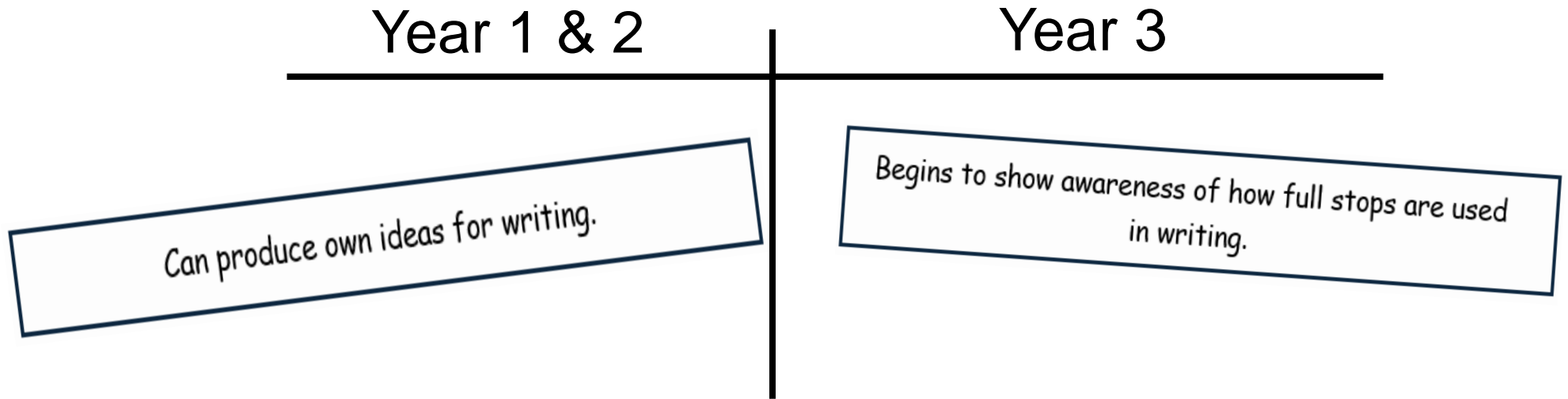


Welcome to the
Year 3
Writing
Workshop

On your tables you have collection of writing expectations.
Can you sort them into two groups.

Expectations that should be met by a Year 3 child.

Expectations that should be met in Year 1 & 2.



Year 1

Year 2

Year 3

Can produce own ideas for writing.

Can say what their writing means.

Can write own first name with appropriate upper- and lower-case letters.

Begins to show awareness of how full stops are used in writing.

Can use adjectives and descriptive phrases for detail and emphasis.

Begins to show evidence of joining handwriting.

Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma's in lists; apostrophes for simple contractions.

Can use conjunctions other than and to join to or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).

Is capable of creating a piece of writing close to a side of A4 in length.

Can link ideas and events, using strategies to create flow (e.g. Last time, also, after, then, soon, at last, | and another thing...)

Year 3 – Expectations in writing

5.

Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').

2.

Can usually join their handwriting.

8.

Can usually use correct grammatical structures in sentences, (nouns and verbs generally agree).

12.

Is beginning to use paragraphs.

14.

Can write neatly, legibly and accurately, mainly in a joined style.

15.

Can use adjectives and adverbs for description.

16.

Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.

How do we make a simple sentence?

Determiners

A
An
The
My

Noun (subject)

person;
place;
thing (object)

Verbs

Action words



A lady was strolling.

The boy scored.



Where do we go next..?

My cat sat.

Include some adjectives: My cute cat sat.

beautiful

fluffy

stubborn



Nouns

Adjectives
(Describe the
noun)



Verbs
(Action words)

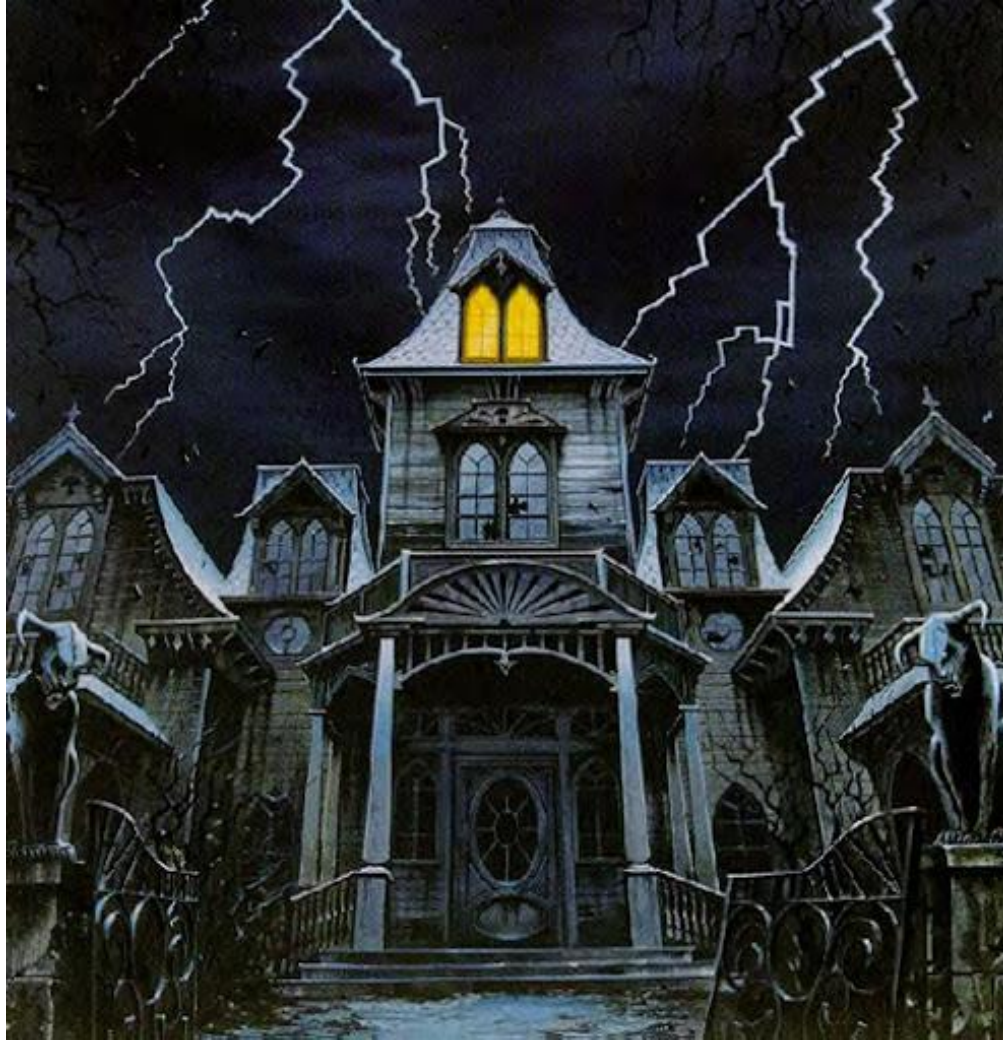
Adverbs - Tell us how you're doing something

Often ends in -ly and support the **verb**.

The fearsome tiger ate hungrily.



An adorable mouse scuttled cautiously towards the cheese.



Create your own super sentence that includes the following:

Noun

Verb

Adjective

Adverb

The importance of daily reading

Often, children can get stuck in a rut and use the same words in their writing or worse, get creative block.

If a child listens to and reads stories regularly they will see exciting new vocabulary which they can then transfer to their writing.

