

Year 3 MTP - Writing Objectives (updated May 2025)

	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
	<u>How can we live more sustainably?</u>	<u>Machines and Monsters</u>	<u>Stone Age to the Iron Age</u>	<u>Castles</u>	<u>Maps!</u>
TEXT & GENRE	The Pied Piper by Michael Morpurgo (setting description & simple story re-tell) Poetry: Earth Day poem	The Iron Man by Ted Hughes (story opener/ character description)	The Stolen Spear by Saviour Pirotta (retell of adventure and new ending) Non-chronological report - The Stone Age	Robin Hood by Rob Lloyd Jones supported by Ladybird classic story of Robin Hood (character description & story problem/resolution)	Non-fiction: ELS books (research and simple report writing) Poetry: Amusing poetry - Michael Rosen
WRITING COMPOSITION	The following objectives are woven through the 3 phased planning framework...				
	By the end of the year, to be ARE children should be able to: <ul style="list-style-type: none"> To proof read and edit spelling and punctuation with adult support. To demonstrate an awareness of the purpose in my writing To start to show some use of paragraphs in writing and planning 				
	To be able to write simple and coherent narratives and recounts of real events (creating setting/character/plot)	To be able to write simple and coherent narratives and recounts of real events (creating setting/character/plot)	To be able to write simple and coherent narratives and recounts of real events (creating setting/character/plot)	To be able to write simple and coherent narratives and recounts of real events (creating setting/character/plot)	To begin to use some simple organisational devices such as headings and subheadings
VOCABULARY & GRAMMAR <small>*these are the end of year objectives - for differentiation, see 21 Steps</small>	(setting description & simple story re-tell) I use the determiner a/an correctly in all forms of writing. To begin to use a range of adjectives and adverbs to create variety and effect. I can confidently use a range of sentence openers to create variety and effect.	(story opener/ character description) I can use pronouns appropriately for clarity. I can confidently use a range of adjectives and adverbs to create variety and effect. I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).	(setting description & story problem/resolution) I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during). I can use pronouns appropriately for clarity (recap) To creatively and accurately use expanded noun phrases To show mostly accurate and consistent use of tense. (diary entry) I can identify the main and subordinate clause in a sentence.	(character description & story problem/resolution) I can use paragraphs as a way to group related material. I can confidently use a range of adjectives and adverbs to create variety and effect. To show mostly accurate and consistent use of tense (recap).. I can confidently use a range of sentence openers to create variety and effect (recap).	(research and simple report writing) I can use paragraphs as a way to group related material. I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).

			I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during).		
PUNCTUATION *these are the end of year objectives - for differentiation, see 2 Steps	Recap - full stops and capital letters. Capital letters for proper nouns. I can use KSI punctuation mostly correctly	I can use KSI punctuation mostly correctly I can use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals.	I can use a comma to mark a pause in a complex sentence. I can use inverted commas to punctuate direct speech.	I can use inverted commas to punctuate direct speech. I can use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals.	I can use a comma to mark a pause in a complex sentence. I can use a variety of punctuation for effect - full stops/caps, commas, apostrophes, speech, exclamation marks and question marks.
SPELLING & HANDWRITING	<p align="center"><u>Following Spelling Shed and Nelson's Handwriting</u></p> <p align="center">Spelling</p> <p>Little Wandle where necessary/</p> <p>Term A: long /ei/ with ei grapheme, long /ei/ with ey grapheme, long /ei/ with ai grapheme, /ear/ phoneme/grapheme, homophones/nr homophones</p> <p>Term B: creating adverbs using the suffix -ly (no change to the root word), creating adverbs using the suffix -ly (root words end in y, more than one syllable), creating adverbs using the suffix -ly (root word ends in -le), creating adverbs using the suffix -ly (root word ends in -ic or -al), creating adverbs using the suffix -ly (rule exceptions), stat. spellings revision.</p> <p>Plus...</p> <p>I can use the first letter of a word to check its spelling in a dictionary. I can use some strategies to help me learn to spell words.</p> <p align="center">Handwriting</p>	<p align="center"><u>Following Spelling Shed and Nelson's Handwriting</u></p> <p align="center">Spelling</p> <p>Term A: short /i/ sound spelt with 'y', adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant), Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant), prefix mis-, prefix dis-, /k/ sound spelt with 'ch'</p> <p>Term B: homophones/nr homophones, adding prefixes bi- and re-, words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que', words with a /sh/ sound spelt with 'ch', stat. spellings revision.</p> <p>Plus...</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p>	<p align="center"><u>Following Spelling Shed and Nelson's Handwriting</u></p> <p align="center">Spelling</p> <p>Term A: words ending in -ary, words with short /u/ sound spelt with 'o', words with short /u/ sound spelt with 'ou', word families based on common words, showing how words are related in form and meaning (struct, uni, scope, spect, press, vent).</p> <p>Term B: suffix -al, words ending with an /zhuh/ sound spelt with 'sure', /chuh/ sound spelt with 'ture', silent letters revision.</p> <p>Plus...</p> <p>I use a dictionary to edit my writing. I can talk about how I use apostrophes in my writing. I can spell further homophones. I can spell words that are often misspelt.</p>		

	<p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I am beginning to use the lead in and lead out strokes to join my letters (see school h/writing policy).</p> <p>I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>I am using an increasing range of strategies to help me learn new words.</p> <p>I am able to practice new spellings and check whether I have written them correctly.</p> <p style="text-align: center;">Handwriting</p> <p>I understand which letters are best left un-joined.</p> <p>I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant</p>	<p style="text-align: center;">Handwriting</p> <p>I correctly form my ascenders and descenders.</p> <p>I take pride in how my writing looks</p> <p>I can check all aspects of clarity and consistency in my handwriting</p>
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