




| Year Three<br>English – Writing                                                                                      |                                                                                                                                                                    | Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |                                                                                                                                                                |
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|                                     |                                                                                                                                                                    | The ability to communicate effectively through writing is a skill we at St. John Vianney believe is critical to children's futures. We aim to ensure that the children learn to write clearly, with neat and legible handwriting, to spell and punctuate accurately and to write in grammatically correct sentences. Further, we focus on the need to be able to use appropriate writing styles in context, and to structure extended pieces of writing to achieve maximum impact. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. | At St. John Vianney we strive to show children the key link between reading and writing. We ensure well-chosen texts are used to provide rich language models and structures from which children can learn how writing works and the effect it can have on the reader. To develop confident young writers, we read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. We choose texts that are rich in vocabulary, and enable children to comprehend beyond their own reading fluency level. We also use a range of exciting stimuli which includes, film clips, artefacts, visitors and real life experiences. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. As children enter the Foundation Stage there are writing opportunities in all areas of learning | Through the teaching of writing at St. John Vianney our pupils develop the skills to effectively communicate and express themselves with the written word. Pupils will enjoy writing across a range of genres. They will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience The children are well-prepared to move into secondary school and to further develop their skills to tackle more challenging tasks. They have a well-developed attention to detail for handwriting, spelling and grammar, and are confident writers. |                                                                                           |                                                                                                                                                                |
| Transcription                                                                                                        | Handwriting                                                                                                                                                        | Contexts for Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Drafting Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Editing Writing                                                                           | Performing Writing                                                                                                                                             |
| I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. | I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I can discuss and recording ideas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | I can organise paragraphs around a theme.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I can assessing the effectiveness of my own and others' writing and suggest improvements. | I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
|                                                                                                                      | I can increase the legibility, consistency and quality of my handwriting.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I can compose and rehearse sentences orally (including dialogue),                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I can, in narratives, create settings, characters and plot.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                           |                                                                                                                                                                |





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|  |                        |  | progressively building a varied and rich vocabulary and an increasing range of sentence structures. |                                                                                               |                                                                                                                              |  |
|  |                        |  |                                                                                                     | I can, in non-narrative material, use simple organisational devices (headings & subheadings). | I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. |  |
|  |                        |  |                                                                                                     |                                                                                               | I can proofread for spelling and punctuation errors.                                                                         |  |
|  | <b>Year 3 Outcomes</b> |  |                                                                                                     |                                                                                               |                                                                                                                              |  |

