

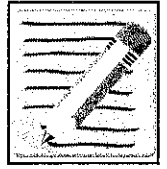


MELLING IN FOCUS

WRITING



In our end of Autumn term questionnaire for parents/carers, it was evident that many parents/carers would like more detailed information on what their child should be achieving with regards to writing. Hopefully this 'Melling in Focus' will provide a deeper insight as to the expectations of writing for your child's year group.



Writing requires 2 main skills:
♦ Transcription (handwriting and spelling)
♦ Composition (organising and expressing ideas)

THE POWER OF THE SENTENCE
THINK – SAY – WRITE – READ – EDIT
(THIS IS THE WRITING SEQUENCE WE USE)

Y3 Developing fluency and style

(Y3 children should be using YR – Y2 writing skills automatically)

Grammar and punctuation:

♦ Expressing time, place and cause using conjunctions, adverbs and prepositions

♦ Begin to write in paragraphs

Punctuation

♦ Introduction to inverted commas to punctuate direct speech

Sentence examples

♦ Jack climbed the beanstalk once his mother had gone to bed.

♦ Finally, Jack arrived at the castle on top of the clouds.

♦ Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity. "I am at the top," he exclaimed.

Parents/Carers – how can you help?

♦ Encourage reading a variety of books – point out interesting sentences

♦ Support writing across all subjects

♦ Encourage personal writing (diaries, stories, letters)

♦ Celebrate creativity and ideas, not just technical accuracy
(for definitions of terminology please see the Y3 class page on the website)

This is an example of Y3 writing from this term:

The Fox and the magpie

Dusk was settling on the forest. The cat river was splashing madly. The leaves were crackling. The sun was setting and the animals were going into their night time dens. The animals were all asleep. The sun was smothering all the way and the animals were getting it good. Suddenly, the animals ran into their dens there was a stamping sound it was a FOX! He had a bushy tail that wagged side to side. He had big black bead eyes.

BE THE BEST THAT YOU CAN BE...BE PROUD



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