

Year 3

Autumn 1

Year 3 Autumn 1

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Expanded Noun Phrases

- *Use expanded noun phrases modified by adjectives for description and specification. (Year 2)*
- *Use commas to separate items in a list - lists of adjectives (Year 2)*
- Select an appropriate number of adjectives to expand the noun within an expanded noun phrase.

Tenses

- *Make correct and consistent choices of past and present tense throughout a piece of writing. (Year 2)*

Using progressively more advanced sentence structures.

- *Use the coordinating conjunctions and, but and or to extend sentences.*
- Use the coordinating conjunction 'so' to extend sentences.
- Identify phrases and clauses by identifying subjects and verbs.
- Ensure sentences are grammatically complete, containing a subject and a verb.
- Ensure that the clauses on both sides of a coordinating conjunction are grammatically complete.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning


- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge																								
 <p>Learning Journey 1: Purpose: INFORM Audience: yourself (in role as a character) Viewpoint: (character) Form: Diary (recount) Text/Context driver: The True Story of the Three Little Pigs (Jon Scieszka) or Hansel and Gretel (Bethan Woollvin) paired with their traditional versions.</p>																										
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Phrases and Clauses</u></p> <ul style="list-style-type: none"> A clause is a group of words containing a subject and a verb. A phrase is a group of words which contains either a subject or a verb – not both. Some clauses are ‘main’. This means they can stand on their own as a simple sentence (e.g. She is hungry). Main clauses are sentences in their own right. This means that we can use a capital letter to start them and a full stop to end them when they stand on their own. <p><u>Coordinating conjunctions</u></p> <ul style="list-style-type: none"> We can join two main clauses together to show how they are linked. Conjunction is the name for the type of word which joins clauses within sentences. We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because the main clauses are of equal importance within the sentence. The coordinating conjunctions and their meanings are: <table border="1" data-bbox="103 926 1368 1570"> <thead> <tr> <th>Conjunction</th> <th>Meaning</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>For</td> <td>The second main clause provides an explanation or reason for the first main clause.</td> <td>I was angry for he did not listen to me.</td> </tr> <tr> <td><i>And</i></td> <td><i>Links two related ideas together, saying both are true.</i></td> <td><i>I like cake and I like chocolate.</i></td> </tr> <tr> <td>Nor</td> <td>Gives a negative alternative to the first main clause. Used to show neither option is true.</td> <td>I do not like cake nor do I like chocolate.</td> </tr> <tr> <td><i>But</i></td> <td><i>Shows a contrast between two ideas.</i></td> <td><i>I thought she was mean but she was kind to me.</i></td> </tr> <tr> <td><i>Or</i></td> <td><i>Connects clauses that express alternative choices.</i></td> <td><i>You could come with me or you could stay at home.</i></td> </tr> <tr> <td>Yet</td> <td>Shows a contrast between two ideas. The formal version of but.</td> <td>He is rich yet he is unhappy.</td> </tr> <tr> <td>So</td> <td>The first main clause causes the second main clause.</td> <td>He worked hard so he achieved well.</td> </tr> </tbody> </table> <p>*conjunctions shown in grey are not to be introduced yet.</p> <ul style="list-style-type: none"> When we join two main clauses with a coordinating conjunction this creates a compound sentence. Compound sentences begin with a capital letter and end with a full stop. 	Conjunction	Meaning	Example	For	The second main clause provides an explanation or reason for the first main clause.	I was angry for he did not listen to me.	<i>And</i>	<i>Links two related ideas together, saying both are true.</i>	<i>I like cake and I like chocolate.</i>	Nor	Gives a negative alternative to the first main clause. Used to show neither option is true.	I do not like cake nor do I like chocolate.	<i>But</i>	<i>Shows a contrast between two ideas.</i>	<i>I thought she was mean but she was kind to me.</i>	<i>Or</i>	<i>Connects clauses that express alternative choices.</i>	<i>You could come with me or you could stay at home.</i>	Yet	Shows a contrast between two ideas. The formal version of but.	He is rich yet he is unhappy.	So	The first main clause causes the second main clause.	He worked hard so he achieved well.	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Phrases and Clauses</u></p> <ul style="list-style-type: none"> To identify the subject and verb within a sentence To identify whether a group of words is a phrase or a clause. To identify whether a clause is main or subordinate. To punctuate sentences accurately using a capital letter and full stop. <p><u>Coordinating conjunctions</u></p> <ul style="list-style-type: none"> To join two main clauses together using the coordinating conjunctions and, but, or and so. To punctuate compound sentences accurately using a capital letter and full stop. 	<p>Children should know when...</p> <ul style="list-style-type: none"> A sentence has finished, based on reasoning about phrases and clauses. Sentence punctuation is missing – and whether this is deliberate or accidental. It is appropriate to join main clauses together using the coordinating conjunctions <i>and, but, or</i> and <i>so</i>. To use the features of informative writing within their own recounts. The writing they want to do is a recount, and therefore may need to be planned using a fishbones text shape. <p>Children should know why...</p> <ul style="list-style-type: none"> We use capital letters and full stops, based on reasoning about phrases and clauses. Authors choose to use conjunctions to join their clauses. A fishbone text shape is a useful image to plan recount writing. The features of informative writing are used when writing to recount.
Conjunction	Meaning	Example																								
For	The second main clause provides an explanation or reason for the first main clause.	I was angry for he did not listen to me.																								
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So	The first main clause causes the second main clause.	He worked hard so he achieved well.																								

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Composition

- Features of information writing
 - Use conjunctions to make the links between clauses explicit.
 - Use expanded noun phrases to specify.
 - Use lists, with items separated by commas to provide detail.
- Features of a recount
 - Chronological order.
 - Conjunctions are commonly used to help the reader remember the links between events.
 - Are written in the past tense.
- Features of the specific form (diary)
 - Are written in the first person
 - Begin with a greeting for the diary (e.g. Dear Diary,) and the date.
 - Contain lots of emotive language as the reader focusses on the things which were most impactful for them.
- Text shape.
 - A fishbones diagram is a useful structure for planning recount texts:

Recount text shape

- Time runs from left to right as shown by the arrow.
- Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line.
- The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include.

Composition

Planning

- To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To plan our writing by discussing our ideas and then recording words and phrases.
- To use a recount text shape to plan our writing (*Children do not need to include an introduction and conclusion yet to be working at the expected level*).

Drafting

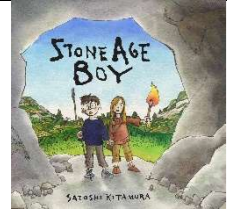
- To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation).

Editing and Evaluating

- To proof-read our writing for our year group's non-negotiables.
- To make changes to the language, grammar and structure of our writing through discussion with the teacher.
- To identify two things we link about someone else's writing, explaining the effect their words have on the reader.

Vocabulary	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject).	noun	A person, place or thing.	verb	Show an action or state of being.
	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb 	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb 	main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.
	subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	capital letter	The form of a letter which is used at the start of a sentence or for a proper noun. Capital letters are larger than lower case letters and are formed differently.	full stop	A piece of punctuation used to show the end of a sentence. A small dot placed on the line directly after the final word in the sentence.
	conjunction	A type of word used to join two clauses together.	coordinating conjunction	A conjunction which joins two main clauses.	compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.
	recount	A type of information text which retells an event or experience.	chronological order	In time order.	diary	A specific form of recount writing, where someone retells their experiences to re-read at a later date.
	first person	When a writer writes from their perspective, using the pronouns I, my, our.	Past tense	Describing events which have happened in the past.	Emotive language	Language choices which evoke strong emotions in the reader.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 2
Purpose: ENTERTAIN
Audience: Teacher's choice
Viewpoint: 3rd person
Form: Narrative
Text/Context driver: Stone Age Boy (Satoshi Kitamura)

Children should know that...

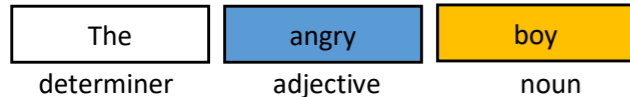
Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

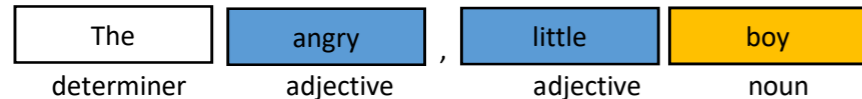
- A phrase is a group of words which contains either a subject or a verb – not both.
- Expanded noun phrases modify a noun (giving the reader more information about it)
- A basic noun phrase adds a determiner to the noun.



- Determiners include: the, a, an, some, these, my etc.
- A basic expanded noun phrase adds one or more adjectives before the noun.



- If there is more than one adjective, each adjective must be separated using a comma.



- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose.
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase).
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective.

Tenses

- Our verbs have tenses.
- Tense means whether the action our verb is describing is
 - Happened in the past: past tense
 - Is happening now: present tense
 - Will happen in the future: future tense.
- When we write, we usually stay to a single tense and make sure all of our verbs are in that tense.

Children should know how...

Vocabulary, Grammar and Punctuation

Expanded Noun Phrases

- To describe (settings and characters) using expanded noun phrases modified by adjectives.
- To use an appropriate number of adjectives within expanded noun phrases.
- To use adjectives in an appropriate order based on their purpose.
- To separate modifying lists of adjectives in an expanded noun phrase with a comma.

Tenses

- To maintain a consistent tense throughout a piece of writing.

Children should know when...

- Using an expanded noun phrase to modify a noun will help the reader to visualise what they are writing about.

Children should know why

- Effective writing chooses when expanded noun phrases are most effective: it does not use them every sentence.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Composition <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> Have clear characters who remain consistent throughout. Use expanded noun phrases to describe settings and characters. Have a clear plot (sequence of related events). Use conjunctions to make the links between events, characters and settings explicit. Remain in the same tense throughout. Features of the specific form (fairy story) <ul style="list-style-type: none"> Have a clear 'hero' and 'villain'. Have a happy ending, where the hero defeats the villain. Text shape: Boxing Clever 			Composition <p><i>Planning</i></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. To use a boxing clever approach to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 			
Vocabulary	noun	A person, place or thing.	noun phrase	A phrase which contains a noun. Often used to describe the pairing of a noun and determiner.	expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	determiner	A modifying word which specifies how many or which noun is being described. This is placed before the noun.	adjective	A word which describes a noun.	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.
	comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> Separating items in lists. Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). Marking a fronted adverbial from the rest of the sentence. Acting as parentheses, including for embedded relative clauses. Clarifying meaning in more complex sentences. 	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb 	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject).
	tense	The form of the verb which tells us when something happened: in the past, in the present or in the future.	Past tense	Describing events which have happened in the past.	Present tense	Describing events which are happening in the present.
	future tense	Describing events which will happen in the future.	hero	The character in a story who is admired for their courage, outstanding achievements or noble qualities.	villain	The character in a story who is hated because of their negative characteristics. They are usually the source of all problems.
Enrichment & wider development						

Autumn 2

Year 3 Autumn 2

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Expanded Noun Phrases

- *Use expanded noun phrases modified by adjectives for description and specification. (Year 2)*
- *Use commas to separate items in a list - lists of adjectives (Year 2)*
- *Select an appropriate number of adjectives to expand the noun within an expanded noun phrase. (Year 3 Autumn 1)*
- Select adjectives which mean different things.

Apostrophes

- *Use apostrophes to mark where letters are missing (contractions). (Year 2)*
- *Use apostrophes to mark singular possession (e.g. the girl's name) (Year 2)*
- Use apostrophes to mark singular and plural possession (regular examples)

Using progressively more complex sentence structures

- *Use the subordinating conjunction when to create time (Year 2)*
- Use the subordinating conjunctions before and after to show time.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

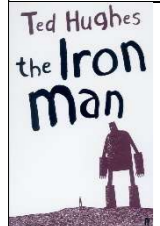
Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 1:
Purpose: ENTERTAIN
Audience: Teacher choice
Viewpoint: 1st Person - Hogarth
Form: narrative
Text/Context driver: The Iron Man (Ted Hughes)

Children should know that...

Vocabulary, Grammar and Punctuation
Expanded Noun Phrases

- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3 Autumn 1)
- Expanded noun phrases modify a noun (giving the reader more information about it). (Year 3 Autumn 1)
- A basic noun phrase adds a determiner to the noun. (Year 3 Autumn 1)

The	boy
determiner	noun

- Determiners include: the, a, an, some, these, my etc. . (Year 3 Autumn 1)
- A basic expanded noun phrase adds one or more adjectives before the noun. . (Year 3 Autumn 1)

The	angry	boy
determiner	adjective	noun

- If there is more than one adjective, each adjective must be separated using a comma. (Year 3 Autumn 1)

The	angry	,	little	boy
determiner	adjective		adjective	noun

- Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. . (Year 3 Autumn 1)
- An expanded noun phrase may act as the subject of the sentence. A capital letter and full stop should only be used if the sentence is complete (i.e. a verb has been added after the expanded noun phrase). (Year 3 Autumn 1)
- We should not use more than three adjectives within an expanded noun phrase. Often, less is more and all the adjectives we choose must be effective. (Year 3 Autumn 1)
- Any adjectives within an expanded noun phrase should **not** be synonyms. They should each teach us something new about the noun they are modifying.
- Adjectives used in expanded noun phrases should tell us something interesting and new which the reader could not just work out about the noun. For example, you wouldn't say *the little mouse* because most mice are little. Instead *the brave mouse* tells us something interesting and unique about the mouse.

Apostrophes

- Apostrophes have two main purposes:
 - Contraction
 - Possession
- Apostrophes for Contraction
 - In English, sometimes we join words together when we are talking and writing informally.
 - When this happens, one or more letters often disappear where the words join.
 - These missing letters are shown by an apostrophe.
- Apostrophes for Possession
 - Possession means something belongs to someone or something.
 - When we talk, we show possession by adding a /s/ on the end of the word (e.g. the girl/s/ book).
 - Singular:** To show this is a possessive /s/ we use an apostrophe before it. (e.g. girl's)
 - Plural:** Regular plurals already have an s on the end. When we create a possessive plural, we put an apostrophe before the second /s/ (e.g. girls's). We are allowed to omit the second s (e.g. girls')

Children should know how...

Vocabulary, Grammar and Punctuation
Expanded Noun Phrases

- To use adjectives with different meanings within their expanded noun phrases.
- To choose adjectives which teach the readers something new and interesting.

Apostrophes

- To use apostrophes for contraction.
- To use apostrophes to show possession for regular singular nouns.
- To use apostrophes to show possession for regular plural nouns.

Children should know when...

- An adjective is an appropriate one to use within an expanded noun phrase.
- Two adjectives are too similar in meaning to use to describe a single noun.
- An apostrophe is showing possession and when it is showing contraction.

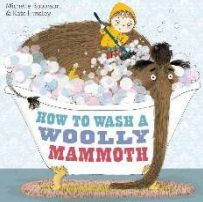
Children should know why...

- It is better not to use an expanded noun phrase at all than it is to use one where the adjective doesn't teach the reader anything new.
- It is important to use apostrophes accurately within our writing.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Composition</p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> Have clear characters who remain consistent throughout. Use expanded noun phrases to describe settings and characters with carefully chosen adjectives that have an impact on the reader. Have a clear plot (sequence of related events). Use conjunctions to make the links between events, characters and settings explicit. Remain in the same tense throughout. Features of the specific form (1st person narrative) <ul style="list-style-type: none"> Are told from the point of view of a specific character (narrator) Describe the events from their point of view – so can be quite emotional. Focus on the settings and characters that the narrator can see. Are written in the first person. Text shape: Boxing Clever 	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. To use a boxing clever approach to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	

	noun	A person, place or thing.	noun phrase	A phrase which contains a noun. Often used to describe the pairing of a noun and determiner.	expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	determiner	A modifying word which specifies how many or which noun is being described. This is placed before the noun.	adjective	A word which describes a noun.	synonym	
	list	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.	comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> Separating items in lists. Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). Marking a fronted adverbial from the rest of the sentence. Acting as parentheses, including for embedded relative clauses. Clarifying meaning in more complex sentences. 	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb
	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject).	apostrophe	A piece of punctuation, visually similar to a comma, which is written in superscript (near the top of ascender letters). This can be used for contraction or possession.	contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.
	contracted form	The contraction of two or more words using an apostrophe (e.g. isn’t).	expanded form	The original words which were used to create a contraction (e.g. is not).	apostrophe of contraction	An apostrophe used to indicate contraction.
	possession	Showing ownership.	possessive s	When the letter s is added to a noun to show that it ‘possesses’ another noun.	possessive apostrophe	An apostrophe used to indicate possession.
	Singular	One.	Plural	Two or more.		

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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 **Learning Journey 2:**
Purpose: INFORM
Audience: Time Traveller to the Stone Age
Viewpoint: N/A
Form: Procedural Text (instructions)
Text/Context driver: How to wash a woolly mammoth (Michelle Robinson)

Children should know that...

Vocabulary, Grammar and Punctuation
Subordinating Conjunctions

- A clause is a group of words containing a subject and a verb. (Year 3 Autumn 1)
- A phrase is a group of words which contains either a subject or a verb – not both. (Year 3 Autumn 1)
- Some clauses are ‘main’. This means they can stand on their own as a simple sentence (e.g. She is hungry). (Year 3 Autumn 1)
- Main clauses are sentences in their own right. This means that we use a capital letter to start them and a full stop to end them. (Year 3 Autumn 1)
- Conjunction is the name for the words which join clauses within sentences. (Year 3 Autumn 1)
- We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because they are of equal importance within the sentence. (Year 3 Autumn 1)
- Some clauses are ‘subordinate’. This means they cannot stand on their own. Instead, they need an independent (main) clause to give them meaning.
- Subordinate clauses are not sentences. They do not need a capital letter and full stop until they have been joined to a main clause.
- We can join a main clause to a subordinate clause.
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
If	The main clause will happen when the subordinate clause is true.	I will be angry if you take my lunch.
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher since I was young. b) I am angry since you took my lunch.
Although	The main clause is surprising because the subordinate clause makes it unlikely.	I love cake although I know it is not good for me.
While	a) The main clause happens during the time the subordinate clause is happening. b) The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.	a) I have wanted to be a teacher since I was young. b) While I understand there is not a lot of time in the evenings, you must do your homework.
As	a) The subordinate clause and main clause happen at the same time. b) The main clause happens because of the subordinate clause.	a) I ate lunch as I sat in the hall. b) I ate lunch as I was hungry.
When	The main clause happens immediately following the subordinate clause.	I ate lunch when I got home.
After	The subordinate clause happens before the main clause.	I ate lunch after I got home.
Before	The subordinate clause happens after the main clause.	I ate lunch before I got home.
Until	The main clause stops happening when the subordinate clause is true.	I was nervous until I actually got onto the stage.

Children should know how...

Vocabulary, Grammar and Punctuation
Subordinating Conjunctions

- To use the subordinating conjunctions when, after and before to describe when a main clause happens.
- To place the subordinate clause after the main clause.
- To place the subordinate clause before the main clause, using a comma to separate the main and subordinate clause.

Children should know when...

- A clause is main and when it is subordinate.
- To use a complex sentence to convey meaning concisely.

Children should know why...

- Authors use a wide range of sentence types in their writing.

Substantive Knowledge

<i>Because</i>	<i>The main clause happens as a result of the subordinate clause.</i>	<i>I ate lunch because I was hungry.</i>
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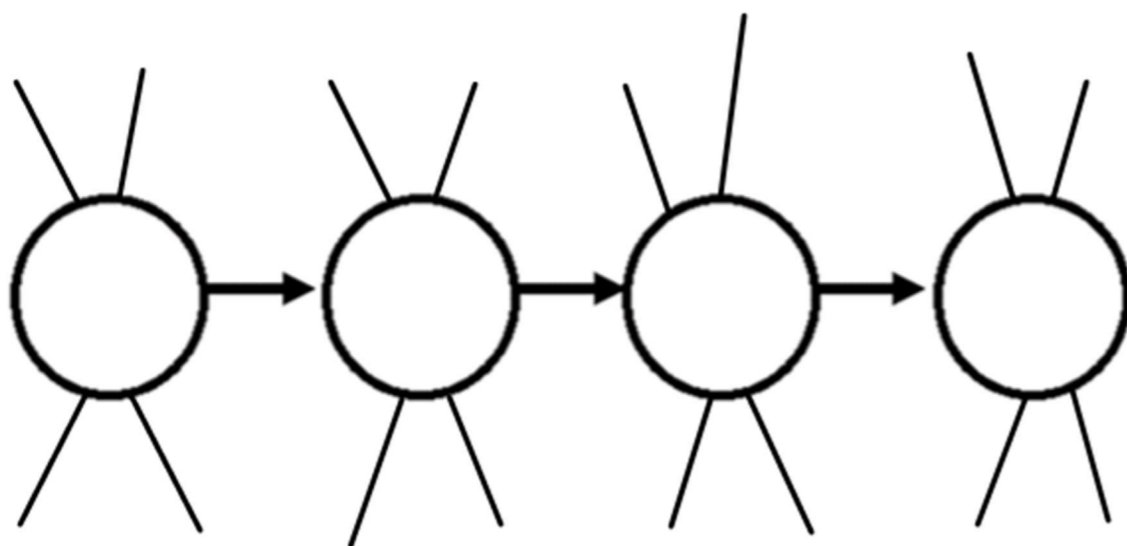
*conjunctions shown in grey are not to be introduced yet.

- A subordinate clause starts with the subordinating conjunction.
- When we join a main clause to a subordinate clause, we create a complex sentence.
- When the main clause comes first, the subordinating conjunction acts like 'glue' and we do not need to use a comma.
- When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses.

Composition

- Features of information writing
 - Organised into key sections
 - Has a title and subheadings
 - Use paragraphs to group related information.
 - *Use conjunctions to make the links between clauses explicit.*
 - *Use expanded noun phrases to specify and describe.*
 - *Use lists, with items separated by commas, to add detail.*
- Features of the specific form (procedural text)
 - Contains ingredients/materials and instructions.
 - Often bullet pointed to make points clear.
 - Ingredients/materials often phrased using expanded noun phrases.
 - Instructions often begin with an adverbial of time, and then contain details.
 - Often contain imperative verbs.
 - Written in the simple present tense.
 - Written in the second person
- Text shape.
 - A flowchart is a useful structure for planning procedural texts:

Procedural text shape



- Each key step in the instructions is listed in a circle.
- Spokes from the circle provide details.
- Events are listed in time order using the arrows.

Disciplinary Knowledge

Composition

Planning

- To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To plan our writing by discussing our ideas and then recording words and phrases.
- To use a procedural text shape to plan our writing.

Drafting

- To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation).

Editing and Evaluating

- To proof-read our writing for our year group's non-negotiables.
- To make changes to the language, grammar and structure of our writing through discussion with the teacher.
- To identify two things we link about someone else's writing, explaining the effect their words have on the reader.

Conditional Knowledge

Substantive Knowledge		Disciplinary Knowledge			Conditional Knowledge	
Vocabulary	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject).	verb	Show an action or state of being.	phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb
	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> a subject a verb 	conjunction	A type of word used to join two clauses together.	coordinating conjunction	A conjunction which joins two main clauses.
	Subordinating conjunction	A conjunction that joins a main and subordinate clause.	Compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.	Complex sentence	A sentence where a main clause is joined to a subordinate clause.
	Comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> Separating items in lists. Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). Marking a fronted adverbial from the rest of the sentence. Acting as parentheses, including for embedded relative clauses. Clarifying meaning in more complex sentences. 	Clause boundary	Where two clauses meet. Clause boundaries are shown using conjunctions or punctuation.		
	Title/heading	A word or group of words written in large font to show the reader what a text is about. Title- narrative Heading – non-narrative	subheading	A ‘mini-heading’ given to an individual paragraph or group of paragraphs. Used to help guide the reader’s attention quickly to a specific part of the text.	Paragraph	A section of a larger piece of writing, containing related information. Separated from other paragraphs using a line break.
	Imperative verb	A ‘bossy verb’ used to create a command. For example, Jump on the box.	Second person	Used to show the writer is talking directly to the reader. Uses the pronoun ‘you’, ‘your’.	Bullet point	A form of punctuation where new points are identified by placing a large dot on the left of the sentence. Commonly used to show lists.
	Procedural text	A form of information writing which teaches someone how to do something – also known as instructions.	Chronological order	In time order.		
Enrichment & wider development						

Spring 1

Year 3 Spring 1

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Cohesive Devices

- *Use er, est and ly to turn adjectives into adverbs (Year 2)*
- Express time using single-word adverbs
- Use single-word fronted adverbials to express time.
- Use commas after a fronted adverbial

Paragraphing

- Begin to use paragraphs as a way to group related information:
 - Changing paragraph when there is a change in time in narrative writing.
 - Grouping similar information into a paragraph in informative writing.
- Use headings and subheadings to aid presentation and organise information.

Using progressively more complex sentence structures

- *Use the subordinating conjunction because to show cause (Year 2)*
- Use the subordinating conjunction as to show cause.

Listing

- *Use commas to separate items in a list (Year 2)*

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

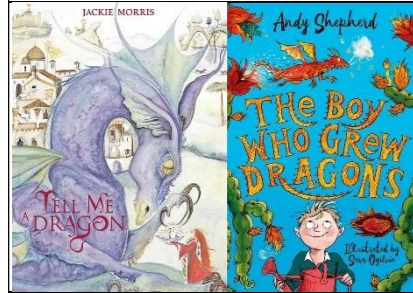
Editing and Evaluating

- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
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Learning Journey 1:
Purpose: INFORM
Audience: The Boy Who Grew Dragons
Viewpoint: Dragon Tamer
Form: Non-Chronological Report (Information Text)
Text/Context driver: Tell me a Dragon (Jackie Morris); The Boy who Grew Dragons (Andy Shepherd)

Children should know that...

Vocabulary, Grammar and Punctuation

Paragraphs

- Writers make their writing easier for the reader to understand by organising it in paragraphs.
- Paragraphs are groups of related sentences which appear as a ‘chunk’ on the page.
- Paragraph breaks are shown by leaving a line between paragraphs.
- In non-fiction writing, we can organise our paragraphs by putting information about the same subject together. For example, in an information text about animals, we may have one paragraph about how the animal looks, one about what it eats and one about where it lives.

Organisational Features

- In non-fiction writing, writers often give their text a ‘title’ which tells the reader what it is about. This is called a heading.
- In non-fiction writing, writers often give their paragraph ‘mini-titles’ which help the reader to find information quickly by telling them exactly what is found in each paragraph. These are called subheadings.
- We make our headings and subheadings clear by showing they are different to the rest of our writing, for example by underlining them.

Subordinating Conjunctions

- *The grammatical difference between a phrase and clause (Year 3 Autumn 1)*
- *The difference between a main and subordinate clause (Year 3)*
- *Sentences need capital letters to start them and full stops to end them. (KS1)*
- *Conjunction is the name for the words which join clauses within sentences. (Year 3 Autumn 1)*
- *We join two main clauses using a special type of conjunction known as a ‘coordinating conjunction’ because they are of equal importance within the sentence. (Year 3 Autumn 1)*
- *We can join a main clause to a subordinate clause using a subordinating conjunction. (Year 3 Autumn 2)*
- *A subordinate clause always starts with the subordinating conjunction. (Year 3 Autumn 2)*
- *When we join a main clause to a subordinate clause, we create a complex sentence. (Year 3 Autumn 2)*
- *When the main clause comes first, the subordinating conjunction acts like ‘glue’ and we do not need to use a comma. (Year 3 Autumn 2)*
- *When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3 Autumn 2)*
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
If	The main clause will happen when the subordinate clause is true.	I will be angry if you take my lunch.
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher since I was young. b) I am angry since you took my lunch.
Although	The main clause is surprising because the subordinate clause makes it unlikely.	I love cake although I know it is not good for me.
While	a) The main clause happens during the time the subordinate clause is happening.	a) I have wanted to be a teacher since I was young.

Children should know how...

Vocabulary, Grammar and Punctuation

Paragraphs

- To leave a line to show a new paragraph.
- To organise writing in paragraphs, keeping related information within a single paragraph.

Organisational Features

- To use a heading to tell the reader what your text is about
- To use subheadings to tell the reader what each paragraph is about.
- To make headings and subheadings stand out.

Subordinating conjunctions.

- To use the subordinating conjunctions as and because to show cause.
- To use a subordinate clause after a main clause.
- To use the subordinate clause before the main clause.
- To use a comma to separate the main and subordinate clause when the subordinate clause comes first.

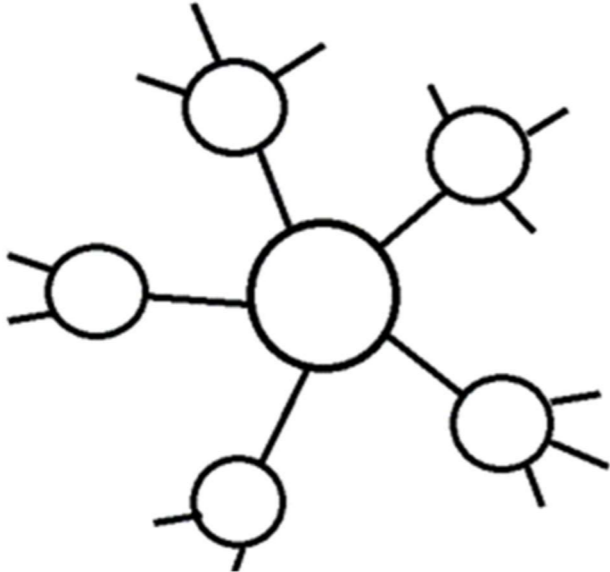
Children should know when...

- Starting a new paragraph in their informative writing would help the reader make meaning.
- To use structural and organisational features to help guide the reader to key parts of their writing.
- To use different styles of writing to guide the reader’s attention to different parts of their writing.
- A clause is main and when it is subordinate.
- To use a complex sentence to convey meaning concisely.
- Commas are needed to separate items and help the reader to make meaning.
- ‘And’ is acting as a coordinating conjunction and when it is acting as a listing word.

Children should know why...

- Paragraphs are important.
- Many non-fiction texts use organisational and structural features to organise information.
- Authors use a wide range of sentence types in their writing.

Substantive Knowledge			Disciplinary Knowledge	Conditional Knowledge
	b) The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.	b) While I understand there is not a lot of time in the evenings, you must do your homework.		
As	a) The subordinate clause and main clause happen at the same time. b) The main clause happens because of the subordinate clause.	a) I ate lunch as I sat in the hall. b) I ate lunch as I was hungry.		
<i>When</i>	<i>The main clause happens immediately following the subordinate clause.</i>	<i>I ate lunch when I got home.</i>		
<i>After</i>	<i>The subordinate clause happens before the main clause.</i>	<i>I ate lunch after I got home.</i>		
<i>Before</i>	<i>The subordinate clause happens after the main clause.</i>	<i>I ate lunch before I got home.</i>		
Until	The main clause stops happening when the subordinate clause is true.	I was nervous until I actually got onto the stage.		
<i>Because</i>	<i>The main clause happens as a result of the subordinate clause.</i>	<i>I ate lunch because I was hungry.</i>		
<p>*conjunctions shown in grey are not to be introduced yet. *conjunctions shown within the bold box are the focus for this learning journey.</p> <p><u>Listing</u></p> <ul style="list-style-type: none"> Adjectives should be listed in the following order: opinion, size, physical quality, shape, age, colour, origin, material, type, purpose. (Year 3 Autumn 1) A list is a series of words, phrases or names that have been grouped together for a reason. When we write a list within a sentence, we need to show that the items in the list are separate. <ul style="list-style-type: none"> The final item of the list is separated from the rest using the word 'and' or 'or' before it. The other items in the list are separated from each other using commas. 			<p><u>Listing</u></p> <ul style="list-style-type: none"> To use commas in a simple list. 	

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Composition</p> <ul style="list-style-type: none"> Features of information writing <ul style="list-style-type: none"> Organised into key sections Has a title and subheadings Use paragraphs to group related information. Use conjunctions to make the links between clauses explicit. Use expanded noun phrases to specify and describe. Use lists, with items separated by commas, to add detail. Features of the specific form (non-chronological information text) <ul style="list-style-type: none"> Non-chronological Often include pictures and diagrams. Written in third person. Text shape. <ul style="list-style-type: none"> A mind map is a useful structure for planning non chronological information texts: <h2 style="text-align: center;">Non-chronological information text shape</h2>  <ul style="list-style-type: none"> The title is recorded in the central circle. Individual subheadings are recorded in the outer circles. Words/phrases/ideas to be included within each paragraph are written as 'spokes' on the outer circles. 	<p>Composition</p> <p><i>Planning</i></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. To use a non-chronological information text shape to plan our writing. <p><i>Drafting</i></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> To proof-read our writing for our year group's non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	

Paragraph	A section of a larger piece of writing, containing related information. Separated from other paragraphs using a line break.	Paragraph break	The empty line left between paragraphs to show they are separate. Some writers choose to indent the first line of a new paragraph instead.	Title/Heading	A word or group of words written in large font to show the reader what a text is about. Title- narrative Heading – non-narrative
subheading	A 'mini-heading' given to an individual paragraph or group of paragraphs. Used to help guide the reader's attention quickly to a specific part of the text.	Underline	A straight line drawn underneath a word or words to draw attention to them.	Phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> a subject but no verb a verb but no subject neither a subject nor a verb
Clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> a subject a verb 	Main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.
Clause boundary	Where two clauses meet. Clause boundaries are shown using conjunctions or punctuation.	Conjunction	A type of word used to join two clauses together.		
Coordinating conjunction	A conjunction which joins two main clauses.	Compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.	Subordinating conjunction	A conjunction that introduces a subordinate clause, and is used to join the subordinate clause to a main clause.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Complex sentence	A sentence where a main clause is joined to a subordinate clause.	comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> • Separating items in lists. • Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). • Marking a fronted adverbial from the rest of the sentence. • Acting as parentheses, including for embedded relative clauses. • Clarifying meaning in more complex sentences. 	List	A way of communicating a group of pieces of related information (for example names, types of animals, events) concisely.
	Non-chronological	Not in time order.				

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<div data-bbox="92 212 270 478" data-label="Image"> </div> <p data-bbox="281 212 1023 409"> Learning Journey 2: Purpose: ENTERTAIN Audience: Teacher's Choice Viewpoint: 3rd Person Form: Narrative Text/Context driver: The Boy who Grew Dragons (Andy Shepherd) </p>		
<p data-bbox="92 485 415 514">Children should know that...</p> <p data-bbox="92 552 549 581"><u>Vocabulary, Grammar and Punctuation</u></p> <p data-bbox="92 583 231 613"><u>Paragraphs</u></p> <ul data-bbox="142 619 1359 924" style="list-style-type: none"> • <i>Writers make their writing easier for the reader to understand by organising it in paragraphs. (Year 3 Spring 1)</i> • <i>Paragraphs are groups of related sentences which appear as a 'chunk' on the page. (Year 3 Spring 1)</i> • <i>Paragraph breaks are shown by leaving a line between paragraphs.</i> • <i>In non-fiction writing, we can organise our paragraphs by putting information about the same subject together. For example, in an information text about animals, we may have one paragraph about how the creature looks, one about what it eats and one about where it lives. (Year 3 Spring 1)</i> • In narrative writing, writers may choose to start a new paragraph for a number of different reasons. • In narrative writing, writers start a new paragraph when there is a change in time. <p data-bbox="92 961 563 991"><u>Adverbial Phrases and Fronted Adverbials</u></p> <ul data-bbox="142 997 1359 1234" style="list-style-type: none"> • An adverb is a word which describes a verb. It describes when, where, why or how something happened. • Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) • Adverbs can be placed after the verb in a sentence (e.g. He went next). • Adverbs can also be placed at the front of the sentence. • An adverb used at the start of a sentence is called a fronted adverbial. • Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). <p data-bbox="92 1272 252 1302"><u>Composition</u></p> <ul data-bbox="142 1308 1246 1707" style="list-style-type: none"> • Features of a narrative <ul data-bbox="231 1339 1246 1539" style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> • Features of the specific form (3rd person) <ul data-bbox="231 1577 860 1675" style="list-style-type: none"> ○ Are told by a narrator who is 'outside of the action' ○ Have a wide view of settings, characters and events. ○ Are written in the third person. • Text shape: Boxing Clever 	<p data-bbox="1380 485 1706 514">Children should know how...</p> <p data-bbox="1380 552 1840 581"><u>Vocabulary, Grammar and Punctuation</u></p> <p data-bbox="1380 583 1519 613"><u>Paragraphs</u></p> <ul data-bbox="1430 619 2071 648" style="list-style-type: none"> • To change paragraph when there is a change in time. <p data-bbox="1380 953 1855 982"><u>Adverbial Phrases and Fronted Adverbials</u></p> <ul data-bbox="1430 989 2166 1121" style="list-style-type: none"> • To use adverbs of time after the verb in a sentence. • To use adverbs of time as a fronted adverbial at the start of a sentence. • To punctuate fronted adverbials with a comma. <p data-bbox="1380 1260 1537 1289"><u>Composition</u></p> <p data-bbox="1380 1295 1489 1325"><u>Planning</u></p> <ul data-bbox="1430 1331 2196 1530" style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan our writing by discussing our ideas and then recording words and phrases. • To use a boxing clever approach to plan our writing. <p data-bbox="1380 1568 1489 1598"><u>Drafting</u></p> <ul data-bbox="1430 1604 2160 1766" style="list-style-type: none"> • To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). • To create setting, character and plot. <p data-bbox="1380 1803 1644 1833"><u>Editing and Evaluating</u></p> <ul data-bbox="1430 1839 2190 2003" style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	<p data-bbox="2211 485 2552 514">Children should know when...</p> <ul data-bbox="2261 520 2789 758" style="list-style-type: none"> • To start a new paragraph in fictional writing. • An adverb will help the reader to visualise. • To embed an adverb within a sentence. • To use an adverb at the front of the sentence as a fronted adverbial. • Adverbs need punctuating with a comma. <p data-bbox="2211 795 2537 825">Children should know why...</p> <ul data-bbox="2261 831 2715 892" style="list-style-type: none"> • Authors use paragraphs to organise fictional writing.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Vocabulary	paragraph	A section of a larger piece of writing, containing related information. Separated from other paragraphs using a line break.	Paragraph break	The empty line left between paragraphs to show they are separate. Some writers choose to indent the first line of a new paragraph instead.	verb	Show an action or state of being.
	adverb	A word which describes a verb.	adverbial	An adverb with 2 or more words.	Fronted adverbial	When an adverbial is placed at the start of a sentence and is separated from the rest of the sentence with a comma.
	Comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> • Separating items in lists. • Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). • Marking a fronted adverbial from the rest of the sentence. • Acting as parentheses, including for embedded relative clauses. Clarifying meaning in more complex sentences.	Third person	Written from the point of view of a narrator who is outside of the action. Uses pronouns such as he, they, them, it.	narrator	The 'person' telling the story. This could be a character from the story or not.
Enrichment & wider development						

Spring 2

Year 3 Spring 2

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Direct Speech

- Use and punctuate direct speech.

Cohesive Devices

- *Use a comma after a fronted adverbial (Year 3 Spring 1)*
- Choose nouns and pronouns appropriately to avoid repetition.
- Express place using prepositions (including prepositional phrases as fronted adverbials)

Standard English

- Use the articles a and an correctly.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting

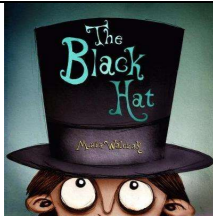
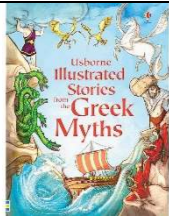
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating

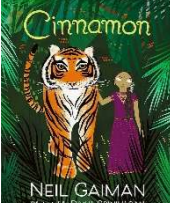
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

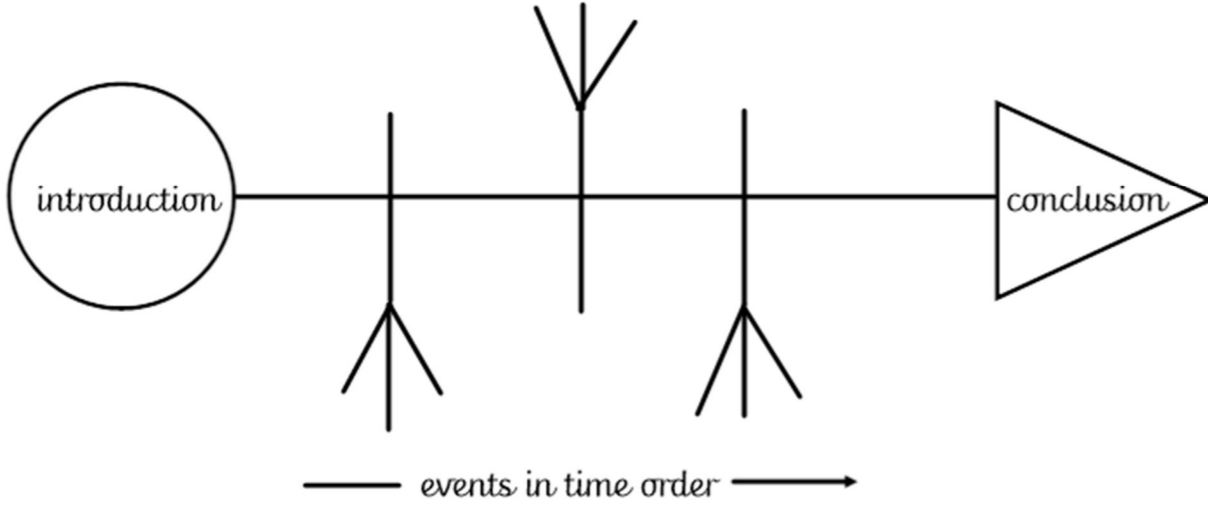
Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
  <p>Learning Journey 1: Purpose: ENTERTAIN Audience: Parents Viewpoint: 3rd Person Narrative Form: Narrative - Myth Text/Context driver: The Black Hat (literacy shed video – Maia Walczak)/Pandora’s Box (e.g. from Usborne’s collection of illustrated Greek myths)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech</u></p> <ul style="list-style-type: none"> In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. Direct speech contains two parts: the reporting clause and the speech sentence. The speech sentence contains the words which are said aloud. The speech sentence is always surrounded by inverted commas. (“”) The reporting clause describes who is talking and how they are talking. The reporting clause is not surrounded by inverted commas. When a new character starts talking, writers start a new paragraph. This is called new line new speaker. <p><u>Cohesive devices: Pronouns and Nouns</u></p> <ul style="list-style-type: none"> A noun is a person, place or thing. A pronoun can replace a noun (e.g. he, she, they). When we write, we do not want to always refer to nouns in the same way as this makes our writing repetitive. Alternating between pronouns and nouns can help improve our writing. <p><u>Composition</u></p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> Have clear characters who remain consistent throughout. Use expanded noun phrases using carefully selected adjectives to describe settings and characters. Have a clear plot (sequence of related events). Use conjunctions to make the links between events, characters and settings explicit. Remain in the same tense throughout. Make careful choices of pronouns for clarity and cohesion. May include characters talking to one another to help create plot. Features of the specific form (myth) <ul style="list-style-type: none"> Are usually told by a 3rd person narrator. Are based on a long, dangerous journey, a quest or a series of trials for the hero. Include an element of magic or miracle, where characters behave in superhuman ways or have the help of superhuman beings. Use rich adjectives to create the impression of magic and splendour. Have fast-moving action. Use symbols to represent ideas (e.g. a box which releases evil to the world). Text shape: Boxing Clever 	<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech</u></p> <ul style="list-style-type: none"> To use inverted commas to surround the speech sentence. To include a reporting clause to show who is talking. To change paragraph when a new speaker starts talking. <p><u>Cohesive devices: pronouns and nouns</u></p> <ul style="list-style-type: none"> To choose pronouns and nouns carefully to avoid repetition. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. To use a boxing clever approach to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). To create setting, character and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> To proof-read our writing for our year group’s non-negotiables. To make changes to the language, grammar and structure of our writing through discussion with the teacher. To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> Including characters talking to one another may help to make a story more engaging or effective for the reader. Part of a speech sentence is a character talking. To use inverted commas within their writing. A new character begins talking. The nouns/pronouns they have selected have become repetitive and may need editing. <p>Children should know why...</p> <ul style="list-style-type: none"> It is important for writers to indicate when a character is speaking within their speech sentences. It is important to show when a new character begins to talk. Using the same noun/pronoun repetitively makes writing less effective.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
	Direct speech	A way of representing the conversations between characters.	Speech sentence	The words said by the character.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).
	Inverted commas	The piece of punctuation used to mark a speech sentence. “ ” These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Speech verb	The verb in the reporting clause which describes how the speaker is speaking (e.g. shouted, yelled).	New line, new speaker	The convention of leaving an empty line between lines of speech when a new character begins to talk.
	noun	A person, place or thing.	pronoun	A word which can replace a noun. E.g. it, he.	Myth	A type of traditional story which originates from the early history of a people and is used to explain a natural or social phenomenon (e.g. the creation of the earth).
	Narrator	The ‘person’ telling the story. This could be a character from the story or not.	Third person	Written from the point of view of a narrator who is outside of the action. Uses pronouns such as he, they, them, it.		

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose: INFORM Audience: Teacher's Choice Viewpoint: Teacher's Choice Form: Letter (recount) Text/Context driver: Cinnamon (Neil Gaiman)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Prepositions of Place</u></p> <ul style="list-style-type: none"> • A preposition is a word that tells you where or when something is in relation to something else. • A preposition of place tells you where a noun is in relation to another noun. • Prepositions of place include between, in front of, behind, to the left of, under, below, on, next to, on the right of and beside. • A preposition and noun is called a prepositional phrase (e.g. on the table). • Prepositional phrases can be used within the sentence. • Prepositional phrases can also be used at the start of the sentence. • When used at the start of the sentence, they can act in a similar way to a fronted adverbial and should be punctuated the same. <p><u>Articles</u></p> <ul style="list-style-type: none"> • Articles are a type of determiner which indicate there is one of a noun • Indefinite articles tell us we are not sure exactly which noun we are talking about. • There are two indefinite articles: a and an. <ul style="list-style-type: none"> ○ The article 'a' is used before a consonant sound. ○ The article 'an' is used before a vowel sound. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of information writing <ul style="list-style-type: none"> ○ <i>Organised into key sections</i> ○ <i>May have a title and subheadings</i> ○ <i>Use paragraphs to group related information.</i> ○ <i>Use conjunctions to make the links between clauses explicit.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Use lists, with items separated by commas, to add detail.</i> • Features of a recount <ul style="list-style-type: none"> ○ <i>Chronological order.</i> ○ <i>Conjunctions are commonly used to help the reader remember the links between events.</i> ○ <i>Use expanded noun phrases to specify and describe.</i> ○ <i>Include lists (of adjectives or noun/noun phrases) to provide detail.</i> ○ <i>Are written in the past tense.</i> ○ <i>Use simple adverbials of time to sequence</i> ○ <i>Does not use a title and subheadings</i> • Features of the specific form (letter) <ul style="list-style-type: none"> ○ Commonly use both first person (to recount what has happened) and second person (to directly address the reader. ○ Begin with a direct greeting for the reader (e.g. Dear...,) ○ End with a sign-off (e.g. From, Yours sincerely). • Recount text shape. <ul style="list-style-type: none"> ○ <i>A fishbones diagram is a useful structure for planning recount texts:</i> 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Prepositions of Place</u></p> <ul style="list-style-type: none"> • To use prepositions of place to show where something is. • To use prepositions of place within a sentence. • To use prepositions of place at the start of a sentence (within a fronted adverbial) • To punctuated fronted adverbials with a comma. <p><u>Articles</u></p> <ul style="list-style-type: none"> • To use the articles a and an accurately depending on whether they are followed by a vowel or consonant sound. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan our writing by discussing our ideas and then recording words and phrases. • To use a recount text shape to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Prepositional comparison will be useful to help a reader visualise what you are writing about. • A sound is a vowel or consonant sound. • To use an indefinite article to show uncertainty. <p>Children should know why...</p> <ul style="list-style-type: none"> • Prepositions are a powerful way of helping a reader to visualise. • Articles can be an efficient way of describing a noun.

Substantive Knowledge		Disciplinary Knowledge			Conditional Knowledge	
<p style="text-align: center;">Recount text shape</p>  <ul style="list-style-type: none"> ○ Time runs from left to right as shown by the arrow. ○ Individual events you want to write about are included as 'spokes' or 'fishbones' on the horizontal time line. ○ The questions "Who?" "What?" "Where?" "When?" "Why?" and "How?" are useful for framing the details you include. 						
Vocabulary	preposition	A word which describes the relationships between a noun and another word in the sentence.	Preposition of place	A preposition which describes where a noun is relative to another.	Phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb
	Prepositional phrase	A phrase which begins with a preposition and ends with a noun (e.g. on the table). This can be used to create more complex expanded noun phrases.	Fronted adverbial	When an adverbial is placed at the start of a sentence and is separated from the rest of the sentence with a comma.	Article	A form of determiner used to show whether we are talking about a specific noun (the – definite article) or whether we are talking about that noun in general and do not know the exact identity (a/an – indefinite article).
	Consonant sound	The sounds which represent consonants.	Vowel sound	The sounds which represent vowels (a/e/i/o/u).	Recount	A type of information text which retells an event or experience.
	Chronological order	In time order.	Direct address	When a writer is talking directly to the reader.	First person	When a writer writes from their perspective, using the pronouns I, my, our.
	Second person	Used to show the writer is talking directly to the reader. Uses the pronoun 'you', 'your'.				
Enrichment & wider development						

Summer 1

Year 3 Summer 1

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Cohesive Devices

- *Use single word adverbs to express time. (Year 3 Spring 1)*
- *Use commas after a fronted adverbial (Year 3 Spring 1)*
- Express manner using single-word adverbs
- Use single-word fronted adverbials to express manner.
- Express time and cause using prepositions (including prepositional phrases used as fronted adverbials)

Using progressively more complex sentence structures

- *Use the subordinating conjunction if to show the relationship between clauses.*
- Use the subordinating conjunction although to show the relationship between clauses.

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting


- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating


- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose: ENTERTAIN Audience: Teacher's Choice Viewpoint: 1st Person (children's choice) Form: Narrative Text/Context driver: Alice in Wonderland (Lewis Carroll)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Adverbs of Manner</u></p> <ul style="list-style-type: none"> • <i>An adverb is a word which describes a verb. It describes when, where, why or how something happened.</i> • <i>Adverbs of time tell us when something happens (e.g. then, next, after that, later, earlier.) (Year 3 Spring 1)</i> • <i>Adverbs can be placed after the verb in a sentence (e.g. He went next). (Year 3 Spring 1)</i> • <i>Adverbs can also be placed at the front of the sentence. (Year 3 Spring 1)</i> • <i>An adverb used at the start of a sentence is called a fronted adverbial. (Year 3 Spring 1)</i> • <i>Fronted adverbials are followed by a comma to separate them from the rest of the sentence. (e.g. Later, he went to the shop). (Year 3 Spring 1)</i> • Adverbs of manner tell us how something happened. • These can be formed by adding the suffix -ly to an adjective. (e.g. happily) Many words with the suffix -ed can also be used as adverbs of manner (e.g. exhausted). <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of a narrative <ul style="list-style-type: none"> ○ <i>Have clear characters who remain consistent throughout.</i> ○ <i>Use expanded noun phrases using carefully selected adjectives to describe settings and characters.</i> ○ <i>Have a clear plot (sequence of related events).</i> ○ <i>Use conjunctions to make the links between events, characters and settings explicit.</i> ○ <i>Remain in the same tense throughout.</i> ○ <i>Make careful choices of pronouns for clarity and cohesion.</i> ○ <i>May include characters talking to one another to help create plot.</i> ○ Use adverbials to show the connections between events. • Features of the specific form (1st person narrative) <ul style="list-style-type: none"> ○ <i>Are told from the point of view of a specific character (narrator)</i> ○ <i>Describe the events from their point of view – so can be quite emotional.</i> ○ <i>Focus on the settings and characters that the narrator can see.</i> ○ <i>Are written in the first person.</i> • Text shape: Boxing Clever 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Adverbs of Manner</u></p> <ul style="list-style-type: none"> • To use adverbs of manner to tell us how something happened. • To use adverbs of manner after the verb within the sentence. • To use adverbs of manner as fronted adverbials at the start of a sentence. • To punctuate fronted adverbials with a comma. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan our writing by discussing our ideas and then recording words and phrases. • To use a boxing clever approach to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). • To create setting, character and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • Adverbs of manner are a powerful way to create plot. • They can use an adjective to help them generate an effective adverb. <p>Children should know why...</p> <ul style="list-style-type: none"> • Adverbs of manner are particularly effective at creating character and plot in narrative writing.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Vocabulary	Verb	Show an action or state of being.	adverb	A word which describes a verb.	Adverb of manner	An adverb which describes how a verb was performed.
	Fronted adverbial	When an adverbial is placed at the start of a sentence and is separated from the rest of the sentence with a comma.	suffix	A morpheme added at the end of a root word to change its meaning. Sometimes suffixes will require a change in spelling of the root word.	Fronted adverbial	When an adverbial is placed at the start of a sentence and is separated from the rest of the sentence with a comma.
	comma	<p>A type of punctuation mark which has a range of specific jobs:</p> <ul style="list-style-type: none"> • Separating items in lists. • Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). • Marking a fronted adverbial from the rest of the sentence. • Acting as parentheses, including for embedded relative clauses. • Clarifying meaning in more complex sentences. 	First person	When a writer writes from their perspective, using the pronouns I, my, our.	narrator	The 'person' telling the story. This could be a character from the story or not.



Learning Journey 2:
Purpose: INFORM
Audience: Teacher's Choice
Viewpoint: Alice
Form: Non-Chronological Information Text
Text/Context driver: The Jabberwocky – from Alice in Wonderland (Lewis Carroll)

Children should know that...

Vocabulary, Grammar and Punctuation

Prepositions of time and cause

- *A preposition is a word that tells you where or when something is in relation to something else. (Spring 2)*
- *A preposition of place tells you where something is in relation to something else. (Spring 2)*
- *Prepositions of place include between, in front of, behind, to the left of, under, below, on, next to, on the right of and beside. (Spring 2)*
- *A preposition and noun is called a prepositional phrase (e.g. on the table). (Spring 2)*
- *Prepositional phrases can be used within the sentence. (Spring 2)*
- *Prepositional phrases can also be used at the start of the sentence. (Spring 2)*
- *When used at the start of the sentence, they can act in a similar way to a fronted adverbial and should be punctuated the same. (Spring 2)*
- A preposition of time tells you when something happens in relation to something else.
- Prepositions of time include at, in, on
 - At – typically used for clock times (e.g. at 6.30am), mealtimes (e.g. at lunchtime), holidays (e.g. at Christmas) and with some specific phrases (e.g. at the weekend)
 - In – typically used for parts of the day (e.g. in the morning), longer periods of time like months (e.g. in December), seasons (e.g. in winter) and years (e.g. in 2016, in the 21st Century, in the 80s). It can also be used for more general time descriptions (e.g. in the past, in the future, in the last few weeks).
 - On – typically used for days (e.g. on Monday), special occasions (e.g. on my birthday) or dates (on the 31st July).
- A preposition of cause shows the relationship between an event (cause) and its consequence (effect).
- Prepositions of cause include *because of, due to, thanks to, from, as a result of, out of.*

Subordinating conjunctions

- *The difference between a main and subordinate clause (Year 3)*
- *Sentences need capital letters to start them and full stops to end them. (KS1)*
- *Conjunction is the name for the words which join clauses within sentences. (Year 3 Autumn 1)*
- *We join two main clauses using a special type of conjunction known as a 'coordinating conjunction' because they are of equal importance within the sentence. (Year 3 Autumn 1)*
- *We can join a main clause to a subordinate clause using a subordinating conjunction. (Year 3 Autumn 2)*
- *A subordinate clause always starts with the subordinating conjunction. (Year 3 Autumn 2)*
- *When we join a main clause to a subordinate clause, we create a complex sentence. (Year 3 Autumn 2)*
- *When the main clause comes first, the subordinating conjunction acts like 'glue' and we do not need to use a comma. (Year 3 Autumn 2)*
- *When the main clause comes second and the sentence starts with the subordinating conjunction, we must put a comma between the main clause and subordinate clause to show the boundary between clauses. (Year 3 Autumn 2)*
- The subordinating conjunctions and their meanings are:

Conjunction	Meaning	Example
<i>If</i>	<i>The main clause will happen when the subordinate clause is true.</i>	<i>I will be angry if you take my lunch.</i>
Since	a) The main clause has happened from the time the subordinate clause describes. b) The main clause is true because of the subordinate clause.	a) I have wanted to be a teacher since I was young. b) I am angry since you took my lunch.

Children should know how...

Vocabulary, Grammar and Punctuation

Prepositions of time and cause

- To use prepositions of time to show when something happens relative to another.
- To use prepositions of cause to show the relationship between an event and consequence.
- To use prepositions of time and cause at different points in the sentence, including as fronted adverbials.
- To punctuate fronted adverbials with a comma.

Subordinating conjunctions

- To use the subordinating conjunctions *if* and *although* to show the relationship between clauses.
- To use a subordinate clause after a main clause.
- To use a subordinate clause before the main clause.
- When the subordinate clause comes before the main clause, to use a comma to show the boundary between clauses.

Children should know when...

- To use prepositions of time and cause to help convey complex information efficiently.
- To use subordinating conjunctions to link clauses in order to convey complex information efficiently.

Children should know why...

- Writers use a wide range of sentence structures.
- Grammatical structures like prepositional phrases allow writers to communicate information quickly, coherently and concisely.

Substantive Knowledge			Disciplinary Knowledge	Conditional Knowledge
Although	The main clause is surprising because the subordinate clause makes it unlikely.	I love cake although I know it is not good for me.		
While	a) The main clause happens during the time the subordinate clause is happening. b) The subordinate clause contrasts two points of view. In this use, the subordinate clause tends to go first.	a) I have wanted to be a teacher since I was young. b) While I understand there is not a lot of time in the evenings, you must do your homework.		
As	a) <i>The subordinate clause and main clause happen at the same time.</i> b) <i>The main clause happens because of the subordinate clause.</i>	a) I ate lunch as I sat in the hall. b) I ate lunch as I was hungry.		
When	<i>The main clause happens immediately following the subordinate clause.</i>	I ate lunch when I got home.		
After	<i>The subordinate clause happens before the main clause.</i>	I ate lunch after I got home.		
Before	<i>The subordinate clause happens after the main clause.</i>	I ate lunch before I got home.		
Until	The main clause stops happening when the subordinate clause is true.	I was nervous until I actually got onto the stage.		
Because	<i>The main clause happens as a result of the subordinate clause.</i>	I ate lunch because I was hungry.		

*conjunctions shown in grey are not to be introduced yet.
*conjunctions shown within the bold box are the focus for this learning journey.

Composition

- Features of information writing
 - Organised into key sections*
 - May have a title and subheadings*
 - Use paragraphs to group related information.*
 - Use conjunctions to make the links between clauses explicit.*
 - Use expanded noun phrases to specify and describe.*
 - Use lists, with items separated by commas, to add detail.*
- Features of the specific form (non-chronological information text)
 - Non-chronological*
 - Often include pictures and diagrams.*
 - Written in third person.*
- Text shape.
 - A mind map is a useful structure for planning non chronological information texts:*

Non-chronological information text shape

Composition

Planning

- To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To plan our writing by discussing our ideas and then recording words and phrases.
- To use a non-chronological information text shape to plan our writing.

Drafting

- To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation).

Editing and Evaluating

- To proof-read our writing for our year group's non-negotiables.
- To make changes to the language, grammar and structure of our writing through discussion with the teacher.
- To identify two things we link about someone else's writing, explaining the effect their words have on the reader.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
<ul style="list-style-type: none"> ○ <i>The title is recorded in the central circle.</i> ○ <i>Individual subheadings are recorded in the outer circles.</i> ○ <i>Words/phrases/ideas to be included within each paragraph are written as 'spokes' on the outer circles.</i> 						
Vocabulary	noun	A person, place or thing.	preposition	A word which describes the relationships between a noun and another word in the sentence.	Phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb
	clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb 	Prepositional phrase	A phrase which begins with a preposition and ends with a noun (e.g. on the table). This can be used to create more complex expanded noun phrases.	Preposition of place	A preposition which describes where a noun is relative to another.
	Preposition of time	A preposition which describes when.	Preposition of cause	A preposition which describes why.	Fronted adverbial	When an adverbial is placed at the start of a sentence and is separated from the rest of the sentence with a comma.
	comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> • Separating items in lists. • Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). • Marking a fronted adverbial from the rest of the sentence. • Acting as parentheses, including for embedded relative clauses. • Clarifying meaning in more complex sentences. 	subject	The noun or noun phrase performing the verb (for an <i>active</i> subject).	Verb	Show an action or state of being.
	Main clause	A clause that forms a complete thought. This means it will make sense when it is used as a sentence on its own.	Subordinate clause	A clause that depends on the main clause to make sense. Subordinate clauses usually start with a subordinating conjunction.	Conjunction	A type of word used to join two clauses together.
	Coordinating conjunction	A conjunction which joins two main clauses.	Compound sentence	A sentence with at least two main clauses joined with coordinating conjunctions.	Subordinating conjunction	A conjunction that introduces a subordinate clause, and is used to join the subordinate clause to a main clause.
	Complex sentence	A sentence where a main clause is joined to a subordinate clause.	Clause boundary	Where two clauses meet. Clause boundaries are shown using conjunctions or punctuation.	Non-chronological	Not in time order.
Enrichment & wider development						

Summer 2

Year 3 Summer 2

Milestone LO

Revisited knowledge

New knowledge

Transcription

See separate handwriting and spelling mapping documents.

Vocabulary, Grammar and Punctuation

These milestones should be taught at the beginning of each writing unit using the Learn, Practice, Apply approach and then reinforced during the independent writing cycle.

Direct Speech

- Use and punctuate direct speech.

Apostrophes

- *Use apostrophes to mark singular and plural possession (regular) (Year 3 Autumn 2)*
- Use apostrophes to mark singular and plural possession (irregular)

Composition

These milestones should feature during every writing unit. Children's use of these strategies should increase in independence and sophistication as their experiences writing for purpose grow. See substantive and disciplinary knowledge for details of the new content to be covered in each learning journey.

Planning

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Drafting

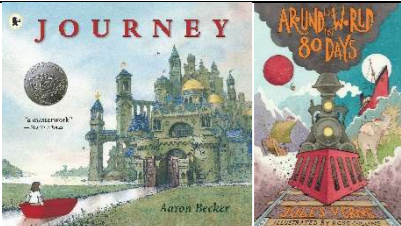
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see vocabulary, grammar and punctuation objectives for detail)
- In narratives, create settings, characters and plot.

Editing and Evaluating


- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

Revisit

New knowledge.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 1: Purpose: ENTERTAIN Audience: Teacher's Choice Viewpoint: 3rd Person Form: Narrative Text/Context driver: Around the world in 80 days (Jules Verne)/Journey (Aaron Becker)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech</u></p> <ul style="list-style-type: none"> <i>In narrative (and some non-narrative writing), writers often want to include characters talking to one another. This is called direct speech. (Year 3 Spring 2)</i> <i>Direct speech contains two parts: the reporting clause and the speech sentence. (Year 3 Spring 2)</i> <i>The speech sentence contains the words which are said aloud. (Year 3 Spring 2)</i> <i>The speech sentence is always surrounded by inverted commas. (“”)(Year 3 Spring 2)</i> <i>The reporting clause describes who is talking and how they are talking. (Year 3 Spring 2)</i> <i>The reporting clause is not surrounded by inverted commas. (Year 3 Spring 2)</i> <i>When a new character starts talking, writers start a new paragraph. (Year 3 Spring 2)</i> When the reporting clause goes before the speech sentence, we need to separate the reporting clause and the speech sentence with a comma. <p><u>Apostrophes</u></p> <ul style="list-style-type: none"> <i>Apostrophes have two main purposes: (Year 3 Autumn 2)</i> <ul style="list-style-type: none"> <i>Contraction</i> <i>Possession</i> <i>Apostrophes for Contraction: (Year 3 Autumn 2)</i> <ul style="list-style-type: none"> <i>In English, sometimes we join words together when we are talking and writing informally.</i> <i>When this happens, one or more letters often disappear where the words join.</i> <i>These missing letters are shown by an apostrophe.</i> <i>Apostrophes for Possession: (Year 3 Autumn 2)</i> <ul style="list-style-type: none"> <i>Possession means something belongs to someone or something.</i> <i>When we talk, we show possession by adding a /s/ on the end of the word (e.g. the girl/s/ book).</i> <i>Singular: To show this is a possessive /s/ we use an apostrophe before it. (e.g. girl's)</i> <i>Plural: Regular plurals already have an s on the end. When we create a possessive plural, we put an apostrophe before the second /s/ (e.g. girls's). We are allowed to omit the second s (e.g. girls')</i> Sometimes, words are irregular. This means that they do not follow the normal rules in quite the same way. <ul style="list-style-type: none"> Irregular Singular: If a singular noun ends in s, we need follow the normal rules - even though this will leave the noun with two s. (e.g. James's) Irregular Plural: Some plurals do not end with s. When this is the case, we follow the rule for singular possessive apostrophes (e.g. children's) <p><u>Composition</u></p> <ul style="list-style-type: none"> Features of a narrative <ul style="list-style-type: none"> <i>Have clear characters who remain consistent throughout.</i> <i>Use expanded noun phrases using carefully selected adjectives to describe settings and characters.</i> <i>Have a clear plot (sequence of related events).</i> <i>Use conjunctions to make the links between events, characters and settings explicit.</i> <i>Remain in the same tense throughout.</i> <i>Make careful choices of pronouns for clarity and cohesion.</i> <i>May include characters talking to one another to help create plot.</i> <i>Use adverbials to show the connections between events.</i> Features of the specific form (3rd person narrative) 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Direct Speech</u></p> <ul style="list-style-type: none"> To separate the reporting clause and speech sentence with a comma when the reporting clause comes first. (e.g. He said, "Hello.") <p><u>Apostrophes</u></p> <ul style="list-style-type: none"> To use an apostrophe to show possession for irregular singular nouns. To use an apostrophe to show possession for irregular plural nouns. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan our writing by discussing our ideas and then recording words and phrases. To use a boxing clever approach to plan our writing. <p><u>Drafting</u></p> <ul style="list-style-type: none"> To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of 	<p>Children should know when...</p> <ul style="list-style-type: none"> It may be better to use the reporting clause first. A noun is irregular so may need different rules for the application of plural s An s is plural or possessive <p>Children should know why...</p> <ul style="list-style-type: none"> Irregular nouns follow slightly different rules.

Substantive Knowledge		Disciplinary Knowledge			Conditional Knowledge	
<ul style="list-style-type: none"> ○ <i>Are told by a narrator who is 'outside of the action'</i> ○ <i>Have a wide view of settings, characters and events.</i> ○ <i>Are written in the third person.</i> <ul style="list-style-type: none"> • Text shape: Boxing Clever 		<p>sentence structures (in line with progression in vocabulary, grammar and punctuation).</p> <ul style="list-style-type: none"> • To create setting, character and plot. <p><i>Editing and Evaluating</i></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group's non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else's writing, explaining the effect their words have on the reader. 				
Direct speech	A way of representing the conversations between characters.	Reporting clause	The clause which describes the character who is speaking (e.g. he said).	Speech sentence	The words said by the character.	
Inverted commas	The piece of punctuation used to mark a speech sentence. “ ” These marks are written (like an apostrophe) in superscript either side of the speech sentence.	Speech verb	The verb in the reporting clause which describes how the speaker is speaking (e.g. shouted, yelled).	New line, new speaker	The convention of leaving an empty line between lines of speech when a new character begins to talk.	
Comma	A type of punctuation mark which has a range of specific jobs: <ul style="list-style-type: none"> • Separating items in lists. • Separating some clause boundaries (e.g. when a subordinate clause comes at the start of a sentence, when the reporting clause comes before the speech sentence). • Marking a fronted adverbial from the rest of the sentence. • Acting as parentheses, including for embedded relative clauses. • Clarifying meaning in more complex sentences. 	Apostrophe	A piece of punctuation, visually similar to a comma, which is written in superscript (near the top of ascender letters). This can be used for contraction or possession.	Contraction	A form of abbreviation where words two or more words are combined by removing certain letters. The letters which are removed are shown with an apostrophe.	
Contracted form	The contraction of two or more words using an apostrophe (isn't).	Expanded form	The original words which were used to create a contraction (e.g. is not).	Possession	Showing ownership.	
Possessive s	When the letter s is added to a noun to show that it 'possesses' another noun.	Singular	One.	Plural	Two or more.	
Irregular	Nouns which do not become plurals by adding the suffixes -s or -es	Plural s	When the suffix -s turns a singular noun into its plural.	third person	Written from the point of view of a narrator who is outside of the action. Uses pronouns such as he, they, them, it.	
Narrator	The 'person' telling the story. This could be a character from the story or not.					

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
 <p>Learning Journey 2: Purpose: ENTERTAIN Audience: Teacher’s Choice Viewpoint: N/A Form: Free Verse poem Text/Context driver: Albatross (Laura Mucha)</p>		
<p>Children should know that...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Prepositions of time and cause</u></p> <ul style="list-style-type: none"> • A preposition is a word that tells you where or when something is in relation to something else. (Spring 2) • A preposition of place tells you where something is in relation to something else. (Spring 2) • Prepositions of place include between, in front of, behind, to the left of, under, below, on, next to, on the right of and beside. (Spring 2) • A preposition and noun is called a prepositional phrase (e.g. on the table). (Spring 2) • Prepositional phrases can be used within the sentence. (Spring 2) • Prepositional phrases can also be used at the start of the sentence. (Spring 2) • When used at the start of the sentence, they can act in a similar way to a fronted adverbial and should be punctuated the same. (Spring 2) • A preposition of time tells you when something happens in relation to something else. (Summer 1) • Prepositions of time include at, in, on (Summer 1) <ul style="list-style-type: none"> ○ At – typically used for clock times (e.g. at 6.30am), mealtimes (e.g. at lunchtime), holidays (e.g. at Christmas) and with some specific phrases (e.g. at the weekend) ○ In – typically used for parts of the day (e.g. in the morning), longer periods of time like months (e.g. in December), seasons (e.g. in winter) and years (e.g. in 2016, in the 21st Century, in the 80s). It can also be used for more general time descriptions (e.g. in the past, in the future, in the last few weeks). ○ On – typically used for days (e.g. on Monday), special occasions (e.g. on my birthday) or dates (on the 31st July). • A preposition of cause shows the relationship between an event (cause) and its consequence (effect). (Summer 1) • Prepositions of cause include because of, due to, thanks to, from, as a result of, out of. (Summer 1) <p><u>Composition</u></p> <ul style="list-style-type: none"> • Features of free verse poems <ul style="list-style-type: none"> ○ Does not follow a formal, consistent rhyme scheme. ○ Does not have a formally recognised metre (beat). Some free verse poems are more structured than others (for example, Albatross by Laura Mucha does have a repetitive structure; however, there is no formal metre or beat). ○ Allow poets the freedom to express their thoughts without being limited to a specific structure. • Features of the specific poem which children will want to imitate and explore in their own poetry <ul style="list-style-type: none"> ○ Repetitive structure (each stanza begins with “If I were an albatross,” and then lists things that the albatross would do. ○ Leaving the true purpose and meaning of the poem (sharing the narrator’s sadness about their dad leaving and their life being upheaved) until the very end of the poem, where the albatross metaphor which has been developed makes this even more powerful. ○ Uses prepositional language to show the strength of feelings. 	<p>Children should know how...</p> <p><u>Vocabulary, Grammar and Punctuation</u> <u>Phrases and Clauses</u></p> <ul style="list-style-type: none"> • To use prepositions of time, place and manner to show the relationships between nouns. <p><u>Composition</u> <u>Planning</u></p> <ul style="list-style-type: none"> • To discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan our writing by discussing our ideas and then recording words and phrases. <p><u>Drafting</u></p> <ul style="list-style-type: none"> • To compose and rehearse sentences orally before writing, in order to develop a progressively more complex range of sentence structures (in line with progression in vocabulary, grammar and punctuation). • To create setting, character and plot. <p><u>Editing and Evaluating</u></p> <ul style="list-style-type: none"> • To proof-read our writing for our year group’s non-negotiables. • To make changes to the language, grammar and structure of our writing through discussion with the teacher. • To identify two things we link about someone else’s writing, explaining the effect their words have on the reader. 	<p>Children should know when...</p> <ul style="list-style-type: none"> • To use a repetitive structure to create meaning within their poetry. • To use a metaphor to create meaning, rather than state the message explicitly. • To use comparative language as part of a metaphor. <p>Children should know why...</p> <ul style="list-style-type: none"> • Poetry is often less literal and more difficult to interpret than other forms of writing. • Free verse is a powerful way of expressing powerful emotions through words.

Substantive Knowledge			Disciplinary Knowledge			Conditional Knowledge
Vocabulary	Free verse	A form of poetry where there is no formal rhyme scheme or metre, which allows the poet freedom to explore their ideas with fewer rules.	Preposition	A word which describes the relationships between a noun and another word in the sentence.	Expanded noun phrase	A phrase where a noun is expanded with additional details. This can include determiners, adjectives, prepositional phrases and modifying adjectives.
	Phrase	A group of words that work together in a sentence but which only contain either : <ul style="list-style-type: none"> • a subject but no verb • a verb but no subject • neither a subject nor a verb 	Clause	A group of words that work together in a sentence and which only contain both : <ul style="list-style-type: none"> • a subject • a verb 	noun	A person, place or thing.
Enrichment & wider development						