



Year 3 Writing Knowledge Organiser

| KSS top 10 | |
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| 1 | To spell common homophones correctly |
| 2 | Place the possessive apostrophe accurately. |
| 3 | To accurately spell most words from the Year 3 and 4 list. |
| 4 | Develop sentence structure using a wide range of conjunctions (when, if, because, although.) |
| 5 | Use pronouns to avoid repetition and increase clarity and cohesion. |
| 6 | To use past and present tense correctly in writing |
| 7 | In narratives, create settings, characters and plot. |
| 8 | Begin to use fronted adverbials and include the comma after it |
| 9 | To use adverbs and prepositions to express time, place and cause. |
| 10 | Proof read for spelling and punctuation errors. |



Powerful knowledge and skills (previous learning highlighted)

| Narrative | Recounts (diary, Newspaper reports) | Reports | Explanation | Playscript | Persuasive writing | Instructions | Poetry |
|---|---|--|---|--|--|--|---|
| <ul style="list-style-type: none"> • Openings for effect (a question, or a noise for example). • Build Up • Climax / Problem • Resolution • Ending (change character / lesson learned) • Conjunctions • Adjectives • Speech (5 max.) • Speech marks and conventions of speech layout | <ul style="list-style-type: none"> • Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?) • Events in correct order / sequence • Conclusion • Use Conjunctions (First, then, next, after, finally) | <ul style="list-style-type: none"> • Title • Introduction sentences • Subheadings • Paragraphs • Fact not opinion • Conjunctions (and, so, but, because, then) | <ul style="list-style-type: none"> • Question Title (?) • Introduction sentences • Ordered sentences to describe • Paragraphs • Conjunctions (if, so, because, and, then, next, finally, first of all) | <ul style="list-style-type: none"> • Character list • Scene is set - where / when • Characters speaking are clear (Name - gap - speech) • No speech marks for lines spoken • Stage directions: <ul style="list-style-type: none"> - include Adverbs | <ul style="list-style-type: none"> • Introduction sentence - what are you persuading reader to do? • Each point made is backed up with evidence • Describing words & commas in list of adjectives • Questions to reader • Conjunctions (because, if, and, THEREFORE) • Conclusion sentence | <ul style="list-style-type: none"> • 'How to' Title • 'You Will Need' section • Numbered list • Sentences which are 'bossy' Imperative Verbs • Conjunctions (First, then, next, after, finally) | <ul style="list-style-type: none"> • Half or near rhyme • Internal rhythm • Use of Patterns, rhyme and repetition • Select words linked to senses • Explore poetry in reading Sessions |