



I am a clever writer.



End of September

January

Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

**STAR WRITE**  
L.O. To recall the story of Elmer 25/9/25  
I am a CLEVER WRITER because I can use:

Think, say and remember a sentence	✓	use finger spaces	✓
use capital letters	✓	use full stops	✓

ELMER  
is wocud / multi coloured  
elmer  
Zel h fell in  
the pudd puddle  
rd / cum to  
ELMER

Elmer (Aa)

**STAR WRITE**  
Thursday 22<sup>nd</sup> January  
I am a CLEVER WRITER because I can use:

I can say, remember and write a sentence	✓	Capital letters	✓
Finger spaces	✓	Full stops	✓
I or we	✓	Letters on the line	✓







Word bank (openers)  
I ✓ We ✓ First ✓ Then ✓ Next ✓ Finally ✓  
After that ✓ It ✓ He ✓ She ✓ They ✓

I ✓ Met a brown  
brown owl. It ✓ was  
cute. We ✓ Saw a shine shiny  
cockroach. Then ✓ we ✓ Slime ✓ Saw  
gecko a Slime gecko. Next ✓  
I ✓ Saw a amazing ✓ we ✓ Saw  
an amazing Snake. ✓  
After that ✓ we ✓ Saw  
a cute baby lesser  
ferret. ✓ Finally ✓ we ✓  
Saw a cool baby skunk.

HARBORNE PRIMARY SCHOOL - CURRICULUM FOR WRITING – YEAR 3

Spring 1

Ongoing Skill - Start a new paragraph to show a change in time in narrative writing.

Science: Forces and Magnets			Geography: UK Study (physical and human features of the UK).			
Text and Genre	Retell – The Enormous Turnip 	After the Fall – Diary 	Room on the Broom – Retell 	Finn MacCool – Retell 	The Mousehole Cat -Setting Description 	The Mousehole Cat – Retell (Section) 
Year 3 Genre Progression	Title to make the reader want to read the story Detailed description of character OR setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer. Use paragraphs to organise events.	Title to make the reader want to read the story Detailed description of character OR setting Limited speech	Title to make the reader want to read the story Detailed description of character OR setting Limited speech	Similes Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Similes Fronted adverbials for place and manner Adjective, adjective Powerful verbs
Handwriting- Ascenders and descenders do not interfere with writing on the line above and below.						
Year 3 Grammar and Punctuation	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) <i>Use commas in a list.</i>	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, <u>As</u> (+ Year 2)	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use <u>a/an</u> exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.	Consolidate speech	Use similes to add description to my writing.	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma before the closing inverted commas when the reporting clause is at the end of the speech.

Writing spine created linked to topics in school.

Picture books used across the whole school to ensure low cognitive load.

---

*How do we teach writing.*

*Skills lessons*

*Children learn the new skill and practice in the context of the book.*

*Embed lessons*

*Children embed the new skill / skills with previous skills.*

*Star write*

*Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.*

*I do, we do, you do.*

---

---

## Star words

*Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.*

*“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025*






## What is age related expectation?

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) create settings, characters and plot in narrative
- use speech punctuation correctly when following modelled writing use some conjunctions ( e.g. and, because, when, even though), adverbs (e.g often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words
- increase the legibility, consistency and quality of handwriting

I am a CLEVER WRITER because I can use:					
Capital letters and full stops	✓	✓	Subordinating conjunctions (while / as / before / after)	✓	✓
Neat handwriting and joins	✓	✓	Conjunctions (and / but / for / yet / so / because)	✓	✓
Adjectives (2a) (immense / colossal / incredible / terrified)	✓	✓	Contractions (it's / couldn't / won't)	✓	✓
When as a sentence opener			Commas in a list ,	✓	✓




My name is Humphrey Damply. you know who the Egg who had my great friend. The King and Queen took me to my local hospital Egg-Bial. There were Tommy the egg, Bob the egg and Ben the egg. But from that day on I was terrified of ~~birds~~ <sup>the birds</sup>. I had to watch the birds from the <sup>floor</sup> ~~sky~~. As I was watching an idea came by I knew it wouldn't take long.

- What is greater depth?
  - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
  - use detail and vocabulary to interest and engage the reader
  - use paragraphs to improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

LO: Retell of Stone Girl, Bone Girl

STAR WRITE		
I am a CLEVER WRITER because I can use:	I have included:	Teacher assessment:
Capital letters	✓	✓
Full stops	✓	✓
2x Adjectives (rough, jagged, special, ancient)	✓	✓
Time adverbs (Next, After, One morning, That night)		✓
Adverbs of manner (extraordinarily, carefully, happily)		
Conjunctions (and/but/so/or/yet)	✓	✓
When as a sentence opener	✓	✓



One night, there was a horrendous, devastating storm with lightning, which struck an ancient elm tree while Mary was under it, yet she survived. When Pepper (Mary's dad) heard the terrifying news, he sprinted as fast as a cheetah to save her but fortunately, Mary was still alive. A few years later, Pepper took Mary to a fragile cliff which was around a loud crashing sea so Mary held onto her father's hand as they watched a farmhouse crumble into the sea below them. Carefully, Pepper, chipped at a jagged rock and found a small, shiny snake stone!

---

## *How can you help at home?*

- *Read widely and often*
  - *Talk about the meanings of new words and find better words when creating sentences*
  - *Encourage children to form a sentence and hold the sentence in their head*
  - *Write frequently and informally – shopping list, role play, postcards*
  - *Letter formation*
  - *Retell stories orally and enjoy finding exciting words to use*
-