

Writing: Year 3

| Composition | | Transcription | |
|---|--|---|--|
| Vocabulary, grammar and punctuation | Composition | Spelling | Handwriting |
| <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> | <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i> <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures. Group related material into paragraphs. Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. | <ul style="list-style-type: none"> Use further prefixes <i>dis_, mis_, re_</i> and understand how to add them. Use further suffixes <i>_ly, _ous,</i> and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones (e.g. <i>meet</i> and <i>meat</i>) and near homophones (e.g. <i>accept</i> and <i>except</i>). Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i> Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> Spell words from the H.W Year 3 list (selected from the statutory Year 3/4 word list). The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt.</i> Identify and spell words ending with the /g/ sound spelt <i>-gue</i> Identify and spell words ending with the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique.</i> Use prefixes <i>-sub, -tele,</i> Use prefixes <i>-super, -auto</i> Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i> Spell words containing the /k/ sounds spelt 'ch' (Greek in origin), e.g. <i>scheme and chorus</i> <hr style="border-top: 1px dashed #00aaff;"/> <ul style="list-style-type: none"> Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly. |

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