

Year 3 Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Ongoing			<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 			
Autumn Term	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Writing is clear in purpose Plan their 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 When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke
Spring Term	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 		<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Summer Term

- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

- Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation

- Uses varied nouns and pronouns for cohesion

- Use fronted adverbials
- Use commas after fronted adverbials
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma