



Year 3

Writing

Breadth of Study



Develop positive attitudes towards and stamina for writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Children should be taught to:

Plan their writing by

Discussing and recording composition ideas.

Draft and write by

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and Edit by

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Proposing changes to grammar and vocabulary to improve consistency and cohesion.

Proof-read for spelling and punctuation errors.

Perform by

Reading their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Autumn	Spring	Summer
Grammar		
<p>Functions of sentences: statements, questions, commands, exclamations.</p> <p>Use determiners of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Coordinating conjunctions (for, and, nor, but, or, yet, so, memorised through the acronym FANBOYS)</p> <p>Subordinating conjunctions to express time, place and cause using (e.g. <i>when, before, after, while, so, because</i>), to create subordinate clauses.</p> <p>To know all noun classes: abstract/ collective/ common/ proper/ pronoun.</p> <p>Prepositions (e.g. <i>before, after, during, in, because of.</i>)</p> <p>To know simple past and simple present tense. (Simple: <i>I ran/ I swim</i>)</p> <p>To begin to use embedded clauses, using <i>which</i> or <i>who</i>.</p>	<p>Use of the present and past perfect form of verbs (Perfect verb forms include: <i>have, has</i> or <i>had +verb</i>. Present Perfect [<i>have</i> or <i>has +verb</i>]: <i>I have walked/ Joe has walked.</i> Past Perfect [<i>had +verb</i>]: <i>I had walked/ Joe had walked</i>)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition, (e.g. <i>Sam</i> got on his bike. <i>He</i> wanted to go to the park.)</p> <p>Adverbs with -ly endings to turn adjectives into adverbs (e.g. <i>quick</i>-> <i>quickly/ kind</i>-> <i>kindly</i>)</p> <p>Adverbs expressing <i>time, place and cause</i> (e.g. <i>then, next, soon, therefore</i>)</p> <p>Possessive apostrophe with singular and plural words.</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p>	<p>Standard English (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>The grammatical difference between plural and possessive and singular possession.</p> <p>To know that determiners introduce nouns.</p> <p>To identify noun phrases. (A group of words that contains nouns and determiners and NO verb e.g. <i>The dog in the new flower bed</i>)</p> <p>To identify prepositional phrases. (A group of words that begins with a preposition and ends with a noun or a pronoun e.g. <i>The rabbits hopped through the garden.</i>)</p> <p>Formal and informal vocabulary. Children to know the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing (e.g. <i>find out/ discover; ask for/ request; go in/ enter</i>)</p>
Spelling		
<p>L&L Practise spelling book 3</p> <p>Adding the prefixes 'dis' and 'in'</p> <p>Adding 'im' to root words beginning with 'm' or 'p'</p> <p>Adding the suffix - 'ous'</p> <p>Adding the suffix - ly</p>	<p>L&L Practise spelling book 3</p> <p>Words with the 'c' sound spelt 'ch'</p> <p>Words with the 'sh' sound spelt 'ch'</p> <p>The short 'I' should spelt 'y'</p> <p>Adding the suffix 'ion'</p> <p>Adding the suffix 'ian'</p>	<p>Adding the prefix 're'</p> <p>Homophones</p> <p>Adding the prefix 'anti'</p> <p>Adding the prefix 'super'</p>

Words ending in 'ture' Homophones Adding 'ation' to verbs to form nouns. Revise Core words - spell Year 3 core words correctly.	Spell regular and irregular plurals correctly - scissors, trousers, sheep, men Revise Core words - spell Year 3 core words correctly.	Adding the prefix 'sub' Revise Core words - spell Year 3 core words correctly.
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Punctuation

Correct use of: capital letters, full stops, question mark, commas in a list and exclamation mark. Commas between clauses.	Inverted commas for punctuating direct speech. Commas after fronted adverbials (e.g. Before the sun came up, he ate his breakfast.) Apostrophe for contractions - can't, doesn't	Apostrophe to demonstrate singular and plural possession Brackets , to indicate parenthesis.
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Handwriting

Children should be taught to:

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 (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Composition

Write for a range of purposes

Use paragraphs as a way to group related material.

Create and describe settings, characters and plot through narrative.

Using **capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction** mostly correctly.

Use organisational and presentational devices to structure text and to guide the reader (e.g. **headings, sub-headings, bullet points, underlining**)

Spelling **Year 3 core words** correctly in independent writing.

Spelling most **Year 4 core words** correctly

Producing legible joined handwriting.

*Précising longer passages through **editing** (a concise summary of).*

Vocabulary

Synonyms and antonyms: how words are related by meaning.

Prefixes:

- How the prefix un- changes the meaning of verbs and adjective
- Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-/dis-, de-, mis-, over- and re-)

Use the first two or three letters of a word to check its spelling in a dictionary.

Children are to know word families based on common words, showing how words are related in form and meaning.

Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.

Use a thesaurus to develop vocabulary.

Teachers should expose children to **new, challenging words daily**, ensuring meaning is clear and put into context.

Consolidate Learning End Of Half Term Quiz/Presentation.

Chn to be tested on all the core words (inc - days of the week) which	Chn to be tested on all the core (inc - days of the week) words which	Chn to be tested on all the core (inc - days of the week) words
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<p>have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Sentence types- chn to be tested on distinguishing between statements, questions, exclamations and commands.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - capital letter, full stop, comma, conjunction, statement, question, exclamation, command.</p>	<p>have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Inverted commas- chn to be tested on accurate punctuation for speech.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - capital letter, full stop, comma, conjunction, apostrophe, inverted commas, adverb.</p>	<p>which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present a piece of extended writing.</p> <p>Quiz - Formal and Informal vocabulary- chn to sort between formal and informal sentences. Fronted adverbials.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - capital letter, full stop, formal, informal, fronted adverbials.</p>
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Percentage Value - Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.