

Key Learning in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: - Identify clauses in sentences. - 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>. - Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. - Explore and collect nouns with prefixes <i>super, anti, auto</i>.	As above and: Planning - 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>. Drafting and writing - 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 (see VGP). - Group related material into paragraphs. - Use headings and sub headings to organise information. Evaluating and Editing - 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. Performing - Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: - Use further prefixes <i>dis_, mis_, re_</i>, and 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 and near homophones. - Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> - Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. - Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. - Spell words with the /ei/ sound spelt ei, eigh, or ey, 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> - 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. - Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: - Form and use the four basic handwriting joins. - Write legibly.