




# Key Learning in Writing: Year 3

		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Identify <b>clauses</b> in sentences.</li> <li>▪ Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>▪ Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although, while, since, until, before, after, so.</i></li> <li>▪ Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>▪ Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▪ Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>▪ Use <b>inverted commas to punctuate direct speech (speech marks).</b></li> <li>▪ 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).</li> <li>▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box.</i></li> <li>▪ Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>▪ Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▪ Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i></li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>▪ Create and develop settings for narrative.</li> <li>▪ Create and develop characters for narrative.</li> <li>▪ Improvise, create and write dialogue.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▪ Use different sentence structures (see VGP).</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Use headings and sub headings to organise information.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Use further <b>prefixes</b> <i>dis_, mis_, re_</i> and <b>suffixes</b> <i>_ly, _ous</i>, and understand how to add them.</li> <li>▪ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▪ Spell homophones and near homophones.</li> <li>▪ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i></li> <li>▪ Spell words with endings sounding like /zə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>▪ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i></li> <li>▪ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>▪ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></li> <li>▪ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></li> <li>▪ Use the first two letters of a word to check its spelling in a dictionary.</li> <li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▪ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Form and use the four basic handwriting joins.</li> <li>▪ Write legibly.</li> </ul>