

### Year 3

Writing - Composition	Writing – Vocab, Grammar, Punctuation	Transcription - Spelling
Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Use the prefixes un-, dis-, mis-, re-, pre-
Plan his/her writing by discussing and recording ideas within a given structure	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)	Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Use the suffix -ly
Draft and write by organising writing into paragraphs as a way of grouping related material	Form nouns using a range of prefixes e.g. super-, anti-, auto-	Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
Draft and write in narratives, creating settings, characters and plot	Begin to use paragraphs as a way to group related material	Spell words with endings which sound like 'zhun' e.g. division, decision
Draft and write non-narrative material, using headings and sub-headings to organise texts	Use headings and sub-headings to aid presentation	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane
Evaluate and edit by assessing the effectiveness of his/her own writing	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Spell words that are often misspelt (English Appendix 1)
Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Begin to use inverted commas to punctuate direct speech	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym
Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks')	Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo
Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine
	<b>Transcription - Handwriting</b>	Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they
	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined	Use the first two or three letters of a word to check its spelling in a dictionary
	Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far