



Year 3 Writing



Transcription

Spelling (see Appendix 1 of the National Curriculum)

Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them (Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- Use the first two or three 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.

Vocabulary, Grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- Using the perfect form of verbs to mark relationships of time and cause
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar Years 3 and 4 in Appendix 2 of the National Curriculum.

Indicate grammatical and other features by:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with singular and plural nouns
- Using and punctuating direct speech
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

Composition

Pupils should be taught to 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
- Discussing and recording 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 (see Appendix 2 of the National Curriculum)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices such as headings and sub-headings

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to vocabulary and grammar to improve consistency, e.g. the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Handwriting and Presentation

Pupils should be taught to:

- 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 descenders and ascenders of the letters do not touch
- Joined handwriting should be the norm.