

Year 3 expectations – Writing

Transcription

- Use further prefixes and suffixes and understand how to add them
- Spell words that are often misspelt
- Use the first two or three letters of a word to check its spelling in a dictionary
- Form nouns using prefixes e.g. super, anti, auto
- Spell further homophones and understand their meanings
- Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- 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

Composition – composition and effect

- 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
- When planning, discuss and record ideas
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- In narratives, creates settings, characters and plot

Composition – text structure and organisation

- Use simple organisational devices, e.g. headings and subheadings
- Organise paragraphs around a theme

Composition – sentence structure

- Draft and write an increasing range of sentence structures
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Vocabulary, grammar and punctuation

- Use conjunctions to express time, place and cause
- Use adverbs and prepositions to express time, place and cause
- Use inverted commas to punctuate direct speech
- Know when to use 'a' and 'an'
- Proof-read for spelling and punctuation errors
- Use the present perfect form of verbs in contrast to the simple past tense
e.g. he has gone out to play, he went out to play
- Indicate possession by using the possessive apostrophe with plural nouns
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use fronted adverbials
- Use commas after fronted adverbials
- Use and understand the grammatical terminology: *preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma*