

Year 3 Writing

Year 3 Writing					
Narrative	Poetry	Report	Recount	Instructions	Persuasion (posters, adverts, etc.)
Composition					
Pupils should be taught to:					
<ul style="list-style-type: none"> use tense and person correctly in most writing use expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. '<i>the teacher</i>' becomes '<i>the strict maths teacher with curly hair</i>') choose nouns and pronouns appropriately for clarity and to avoid repetition compose and rehearse sentences orally build a rich and varied vocabulary in narratives, create characters, settings and plot express time, place and cause using conjunctions (<i>when, because, after, so, while</i>), adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, because of</i>). 					
Children should plan by:		Children should evaluate and edit by:			
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> reading their work aloud assessing the effectiveness of their own writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-reading for spelling and punctuation errors. 			
Text Structure			Handwriting		
<ul style="list-style-type: none"> Introduce paragraphs as a way to group material. Include a brief introduction and conclusion. Use paragraphs to organise content (e.g. main idea supported by following sentences). Use key organisational details (bullet points, diagrams with arrows or commas in a list). Use headings and subheadings to aid presentation. 			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use finger spaces use lead-in and exit strokes use consistently-sized letters join handwriting neatly 		

Sentence Types	Terminology	Spelling
<ul style="list-style-type: none"> - 2A sentences - 4A sentences - Conjunction sentences - Time sentences - Short descriptive sentences - Speech sentences - Question sentences - List sentences (listing noun phrases) - Simile sentences 	<p>These are the terms children should be introduced to in Year 3:</p> <ul style="list-style-type: none"> • preposition • conjunction • word family • prefix • clause, subordinate clause • direct speech • inverted commas (or 'speech marks') • consonant, consonant letter vowel, vowel letter 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • 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. <p>Spelling work for Year 3/4 from English Curriculum Appendix 1</p>

Grammar and Punctuation

Children should be taught how to:

- use subordinating conjunctions (because, if when, that, as)
- use commas to separate items in a list
- use apostrophes for omission (don't, can't)
- use apostrophes for singular possession (the cat's fur)
- use 'a' or 'an' depending on what the next word begins with. (a boy, an astronaut)
- use the present perfect form of verbs in contrast to the past tense (Sam has learned how to read, rather than Sam learned to read)
- use question marks and exclamation marks where appropriate

You should:

- Introduce prepositions (before, in, after, during, inside)
- Introduce adverbs for time – additional/sequential connectives (firstly, also, next, after that)
- Introduce inverted commas for speech ("Hi!")