

Year 3 Writing

Composition

Pupils should be taught to:

- use tense and person correctly in most writing
- use expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. *'the teacher' becomes 'the strict maths teacher with curly hair'*)
- 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 (*when, because, after, so, while*), adverbs (*then, next, soon, therefore*) and prepositions (*before, after, during, because of*).

Children should plan 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.

Children should evaluate and edit by:

- 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

- 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.

Handwriting

Pupils should be taught to:

- use finger spaces
- use lead-in and exit strokes
- use consistently- sized letters
- join handwriting neatly

<p>Sentence Types</p> <ul style="list-style-type: none"> - Simple sentences (just a main clause) - Compound sentence using FANBOYS (<i>for, and, nor, but, or, yet, so</i>) conjunction to join two independent clauses - Complex sentences (main clause + subordinate clause/s) <ul style="list-style-type: none"> o Use subordinating conjunctions (<i>when, because, while, until, if, which, then, etc.</i>) o Use adverbs of time (<i>next, after that, soon</i>) o Use prepositions (<i>before, under, inside, etc.</i>) - Speech sentences - Question sentences - List sentences (listing items) 	<p>Terminology</p> <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>Spelling</p> <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>
<p>Grammar and Punctuation</p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> • 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 <p>You should:</p> <ul style="list-style-type: none"> • 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!”) 		