

## Key Learning in Writing: Year Three

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• Explore and identify main and subordinate clauses in complex sentences</li> <li>• Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i></li> <li>• Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i></li> <li>• Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i></li> <li>• Use inverted commas to punctuate direct speech (speech marks)</li> <li>• Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></li> <li>• Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box,</i></li> <li>• Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary</li> <li>• Explore and collect words with prefixes <i>super, anti, auto</i></li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</li> <li>• Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>• Discussing and recording ideas for planning</li> <li>• Creating and developing settings for narratives</li> <li>• Creating and developing characters for narrative</li> <li>• Creating and developing plots based on a model</li> <li>• Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type</li> <li>• Grouping related material into paragraphs</li> <li>• Using headings and sub headings to organise information</li> </ul> <p><b>Evaluate, and edit by:</b></p> <ul style="list-style-type: none"> <li>• Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing</li> <li>• Discussing and proposing changes with partners and in small groups</li> <li>• Improving writing in the light of evaluation</li> </ul> <p><b>Perform their own compositions by:</b></p> <ul style="list-style-type: none"> <li>• Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>• Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>)</li> <li>• Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul>	<ul style="list-style-type: none"> <li>• Form and use the four basic handwriting joins</li> <li>• Write legibly</li> </ul>

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