



# **Writing and SPaG**

## **Year 3**

## Year 3 - Writing

<b>W</b>	<b>Assessed</b>	<b>Examples</b>
	<b><u>Transcription</u></b>	
1	Use prefixes and suffixes and understand how to add them to root words	-ful, -less, -un, -dis Identify the root in longer words.
2	Use the first two or three letters of a word to check its spelling in a dictionary	
3	Spell further homophones	maid/made, main/mane
4	Spell words that are often misspelt	e.g. Year 3 word list HFW 100, HFW 100, enemies, topic words
5	Write from memory simple phrases, dictated by the teacher	
6	Word families based on common words. For example – solve, solution, solver.	Make analogies from a word already known to apply to an unfamiliar word.
	<b><u>Composition</u></b>	
6	Plan writing by discussing ideas and rehearsing orally	Pupils should understand the skills to aid writing. That is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear.
7	Draft writing by using different sentence structures and saying sentences out loud	Compose sentences using a wider range of structures linked to the grammar objectives. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences.
8	Build paragraphs around a theme	
9	Write stories with settings, character and plot	Look at and discuss models of writing of the text type, purpose and audience to be written, noting <ul style="list-style-type: none"> <li>• Structure</li> <li>• Grammatical features</li> <li>• Use of vocabulary</li> </ul>
10	Use effectively and cover the following writing genres through the year; Narrative Recount, Report, Persuasion, Discussion, Instructions, Explanations, Poetry	
	<b><u>Handwriting</u></b>	
11	Join letters in writing and understand which letters should not be joined	Pupils should be using joined handwriting throughout their independent writing
12	Handwriting is more consistent and easy to read,	

## Year 3 - SPaG

<b>S</b>	<b>Assessed</b>	<b>Examples</b>
	<b><u>Word</u></b>	
1	Form nouns using a range of prefixes,	Super-, anti-, auto-
2	Use the forms <u>a</u> or <u>an</u> according to whether the next word begins with a consonant or a vowel	<u>a</u> rock, <u>an</u> open box
3	Know and use word families based on common words, showing how words are related	solve, solution, solver, dissolve, insoluble
4	Strengthen verbs for use in dialogue:	whispered, grunted, yelled
5	Strengthen verbs to give information about characters:	Sophie spied an unusual object at the water's edge. Jack stomped along the road and into the park.
6	Technical vocabulary related to topic:	Volcano, erupt, lava, flow, magma
	<b><u>Sentence</u></b>	
7	Express time, place and cause using conjunctions	when, before, after, while, so, because, <b>adverbs</b> then, next, soon, therefore, <b>prepositions</b> before, after, during, in, because of
8	Vary sentence starters:	Adverb: <b>Slowly, Rose stepped into the dark tunnel.</b> Adverbial phrases How – With a heavy heart, Blue Kangaroo hopped down the stairs. Where – On the other side of the forest, wolf was waiting. When – After a short time, she found herself in front of a tiny cottage. Ing starter Smiling, Jack turned to Rose.
9	Continue to develop use of embedded relative clause:	Fibonacci rabbits, who live in fields, like to eat grass.
10	Power of three to add detail:	The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.
11	Topic sentence to open paragraphs:	Many different animals live in the rain forest.

	<b>Text</b>	
12	Start to use paragraphs as a way to group related material Non-narrative :Introductory hook to introduce topic and interest reader. Paragraphs organise material with the same theme. Developed end with a personal response or an interesting fact.	
13	Start to use headings and sub-headings to aid presentation	
14	Use the present perfect form of verbs instead of the simple past	He has gone to lunch (implies that he is still away) They've been married for nearly fifty years (they are still married)
15	Use five part structure for narrative: opening, build-up, problem, resolution, ending which form paragraphs.	
	<b>Punctuation</b>	
16	Start to use inverted commas to <b>punctuate</b> direct speech	
17	Colon to introduce a list.	
18	Comma with adverbial phrases.	
	<b>Language</b> adverb, preposition conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	