

Year 3

Composition

plan	draft	evaluate	edit	perform & present
Plan, discuss and record ideas, using similar writing to learn from its structure, vocabulary and grammar.	Orally compose and rehearse sentences (including dialogue) to reflect the genre/text type using a range of vocabulary & sentence structures. Begin to organise their writing into paragraphs around a theme. Create settings, characters and plots in narratives. In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).	Re-read to check that writing makes sense & is structured correctly for the purpose intended. Notice some ways to improve the grammar or vocabulary to suit the purpose (additional information & vocabulary choices). Assess the effectiveness of their own writing & suggest improvements.	Check spelling and punctuation. Check correct and consistent verb tense and forms.	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.

Grammar

word	verbs	sentence	paragraphs	text
Use a or an depending on whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Begin to use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. Begin to understand the grammatical differences between plural and possessive -s.	Write a wider range of sentences with more than one clause. Express time using conjunctions (when, while, before, after), adverbs (then, next, soon) and prepositions (at, on before, after, during). Express place using prepositions (on, in, at, next to, between, past), & adverbs (in the back, towards, here). Express cause using conjunctions (because, since, so).	Introduction to paragraphs as a way to group material. Use headings and subheadings to aid presentation	Choose nouns & pronouns to avoid repetition within sentences.

Transcription – Punctuation

sentence demarcation	commas	inverted commas	apostrophes
Use previous years' sentence demarcation with greater control.	Begin to use commas to separate clauses.	Begin to use inverted commas to punctuate direct speech.	Place the possessive apostrophe accurately in words with regular plurals [e.g. boys'] and in words with irregular plurals [e.g. children's].

Transcription - Spelling

prefixes & suffixes	etymology & morphology
Use further prefixes and suffixes and understand how to add them. (See appendix 1 & RWI) dis- in- im- re- anti- super- sub- -ation -ly -ture -ous -ion -ian Form nouns with a range of prefixes (e.g. super-, anti-)	Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character (Y3) Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure (Y3) Short i spelt y (e.g. myth, Egypt) (Y3) Spell further homophones (See App1 & RWI) Use the first 2 or 3 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.

Transcription - 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Totley All Saints Writing Strands Y3

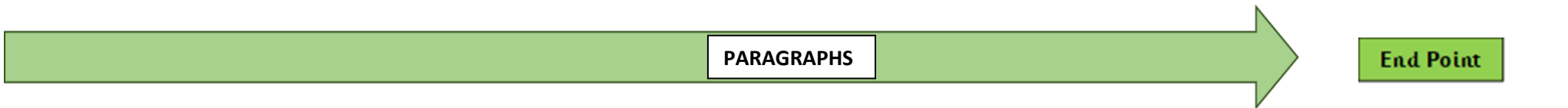
Grammar & Punctuation - Small Steps

WORD				End Point
Revise vowels and consonants.	Correctly identify whether a word begins with a vowel or a consonant.	Know that <i>an</i> is used when followed by a vowel.	Understand some exceptions e.g. a unicorn (you sound = consonant sound).	Use a or an depending on whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).
Know what a conjunction is and where they come within a sentence (when, before, while, so, because, etc). Understand how to use coordination and subordination.	Know what an adverb is and where they come within a sentence (then, next, soon, etc).	Know what a preposition is and where they come within a sentence (before, after, during, etc).	Know how to extend sentences using some adverbs, conjunctions and prepositions.	Express time, place & cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

VERBS				End Point
Know what a verb is, what they are used for and where they come within sentences. Know that verbs can describe actions that were completed in the past.	Know that the present perfect is formed using present form of to have and the past participle using the suffix -ed.	Know how to form the present perfect tense.	Know when to use the present perfect form.	Begin to use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].
Identify singular and plural nouns and use the plural 's' correctly.	Introduction to possession of nouns. Collect ideas about possession (character based). Difference between plural and possession.	Identify nouns that may possess a noun and what they may possess. Introduce plural possession.	Begin to distinguish between plural and possession (singular and plural possession).	Begin to understand the grammatical differences between plural and possessive -s.



Know what main and subordinate clauses are.	Know what coordinating & subordinating conjunctions are and how they are used.	Know how to form simple, compound and complex sentences using different clauses.	Know when and why to use different types of sentences within writing.	Write a wider range of sentences with more than one clause.
Express time using the conjunctions when and whilst.	Explore using prepositions to indicate time (at, on, before, during, after).	Express time using conjunctions before and after and adverbs (then, next, soon).	Begin to select conjunctions, adverbs and prepositions to indicate time.	Express time using conjunctions (when, while, before, after), adverbs (then, next, soon) and prepositions (at, on before, after, during).
Use simple prepositions to indicate place (on, in, at).	Begin to use adverbs to suggest place.	Use a range of adverbs and prepositions to describe place relating to nouns and verbs.	Select adverbs and prepositions for precision.	Express place using prepositions (on, in, at, next to, between, past), & adverbs (in the back, towards, here).
Use <i>because</i> to express cause.	Connect contrasting ideas using 'but' or correlate ideas using 'or'.	Use a range of causal conjunctions (because, so, since, as).	Use conjunctions and connective devices to express contrasting ideas or consequence.	Express cause using conjunctions (because, since, so).



Collect ideas around a common theme (e.g. character appearance, story beginning).	Begin to group ideas relating to character appearance, behaviour, personality or story beginning, middle, ending. Know that a heading is used to begin a text and use headings as an aid.	Know what a sub-heading is and where to place it on the page. Use headings and sub-headings to organise and present information in non-fiction writing.	Use planning proformas to plan and write ideas in groups. Begin to present these in my draft or final draft with paragraph breaks.	Introduction to paragraphs as a way to group material.
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TEXT				End Point
<p>Understand that nouns can represent concrete and abstract things, and identify nouns in sentences.</p>	<p>Know that at the beginning of writing, a noun should be precisely named (e.g. <u>James</u> not <u>he</u>, <u>school</u> not <u>it</u>).</p>	<p>Know different types of pronouns. Know that a pronoun can be used to replace a noun.</p>	<p>Understand that nouns and pronouns can be used to avoid their writing becoming repetitive. Know when to use nouns and different pronouns within sentences.</p>	<p>Choose nouns & pronouns to avoid repetition within sentences.</p>

PUNCTUATION				End Point
<p>Recap using a comma to separate nouns, adjectives or phrases in a list.</p>	<p>Know that clause boundaries need to be shown within sentences.</p>	<p>Experiment with the position of subordination within a sentence, using a comma after an opening subordinate clause.</p>	<p>Begin to use commas to separate clauses (where a conjunction is not used to separate the clauses, e.g. after fronted subordination).</p>	<p>Begin to use commas to separate clauses.</p>
<p>Know what inverted commas are and how to form and orientate them.</p>	<p>Know how to place inverted commas around direct speech.</p>	<p>Know that direct speech begins with a capital letter and closes within inverted commas.</p>	<p>Use a reported clause after speech with a range of other verbs for said. Know that sentences containing speech need punctuation. <i>Explore whether to end with a full stop, question mark or exclamation mark, or a comma if followed by a reporting clause or additional information.</i></p>	<p>Begin to use inverted commas to punctuate direct speech.</p>
<p>Know what an apostrophe looks like, how to form one. Know that possessive nouns are shown by the use of an apostrophe.</p>	<p>Know that the apostrophe for possession comes before the "s" of the noun the item belongs to (e.g. the banana's skin). Know that if a singular noun ends in "s" already, the apostrophe is used after it (e.g. James').</p>	<p>Know that if a plural noun ends in "s" in its singular form, the apostrophe for possession comes at the end and without adding another 's' (e.g. news' headlines, physics' rules).</p>	<p>Know that if a plural word doesn't end in "s" place the apostrophe and then "s" to show possession (e.g. children's).</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [e.g. boys'] and in words with irregular plurals [e.g. children's].</p>