

English -Writing  
Year 3

Word:	<ul style="list-style-type: none"><li>• Formation of <b>nouns</b> using a range of <b>prefixes</b> eg- <i>super- anti- auto-</i></li><li>• Use of the forms <i>a</i> or <i>an</i> according to the next <b>word</b> beginning with a <b>consonant</b> or a <b>vowel</b></li><li>• <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning eg <i>solve, solution, solver, dissolve, insoluble</i></li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones</li><li>• Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list</li></ul>
Sentence:	<ul style="list-style-type: none"><li>• Expressing time, place and cause using <b>conjunctions</b> (eg <i>when, before, after, while, so, because</i>) <b>adverbs</b> (eg <i>then, next, soon, therefore</i>) or <b>prepositions</b> (eg <i>before, after, during, in, because of</i>)</li></ul>
Text:	<ul style="list-style-type: none"><li>• Introduction to paragraph as a way to group related material.</li><li>• Headings and subheadings to aid presentation</li><li>• Use of the <b>present perfect form</b> of <b>verbs</b> instead of the simple past - eg <i>He has gone out to play</i> contrasted with <i>He went out to play</i></li></ul>
Punctuation:	<ul style="list-style-type: none"><li>• Introduction to inverted commas to <b>punctuate</b> direct speech</li></ul>
Handwriting:	<ul style="list-style-type: none"><li>• 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</li><li>• Increase the legibility, consistency and quality of their handwriting</li></ul>

<p><b>Composition:</b></p>	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discuss and record ideas</li>   <li>• Compose and rehearse sentences orally (including dialogue)</li> <li>• Write effectively for a range of purposes and audiences, using appropriate language</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, develop settings, characters and plot</li>   <li>• Begin to assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Begin to read aloud their own writing to a group or whole class, using appropriate intonation, tone and volume to demonstrate clear meaning</li> </ul>
<p><b>Terminology for pupils:</b></p>	<p><i>All KS1 terminology plus:</i>  Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p>
<p><b>Greater Depth:</b></p>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• Use sentences which enhance meaning through specific vocabulary and language choices</li> <li>• Show some awareness of purpose through selection of relevant content and an attempt to interest the reader</li> <li>• Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively</li> </ul>
<p><b>Topic/Novel Link:</b></p>	