Key Learning in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Identify **clauses** in sentences. ▪ Explore and identify main and **subordinate clauses** in complex sentences. ▪ Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so.* ▪ Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* ▪ Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* ▪ Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.* ▪ Use **inverted commas to** punctuate **direct speech (speech marks).** ▪ Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past). ▪ Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* ▪ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. ▪ Explore and collect nouns with **prefixes** *super, anti, auto.*	As above and: **Planning** ▪ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▪ Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.* **Drafting and writing** ▪ Create and develop settings for narrative. ▪ Create and develop characters for narrative. ▪ Improvise, create and write dialogue. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. ▪ Use different sentence structures (see VGP). ▪ Group related material into paragraphs. ▪ Use headings and sub headings to organise information. **Evaluating and Editing** ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in the light of evaluation. **Performing** ▪ Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: ▪ Use further **prefixes** *dis_, mis_, re_,* and **suffixes** _ly, _ous, and understand how to add them. ▪ Add suffixes beginning with vowel letters to words of more than one syllable. ▪ Spell homophones and near homophones. ▪ Spell words containing the /ʌ/ sound spelt ou, e.g. *young, touch, double* ▪ Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure.* ▪ Spell words with endings sounding like or /tʃə/, e.g. *creature, furniture, adventure.* ▪ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein, weigh, eight, neighbour, they, obey* ▪ Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought* ▪ Identify and spell irregular plurals, e.g *goose/ geese, woman/women, potato /es* ▪ Use the first two 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. ▪ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▪ Form and use the four basic handwriting joins. ▪ Write legibly.

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