

## Year 3 Writing

<p><b>Transcription –</b> spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none"> <li>• The pupil can use the first one or two letters of a word to check its spelling in a dictionary</li> <li>• The pupil can spell most year 2 and year 3 words correctly</li> <li>• The pupil can apply a range of prefixes and suffixes im- (impatient), –ly (carefully, angrily), -tion (invention),</li> <li>• The pupil can spell most year 2 and year 3 homophones (e.g. quite/quiet, their, they’re, there)</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• The pupil use the diagonal and horizontal strokes needed to join letters in most of their writing</li> </ul>
<p><b>Composition -</b> Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none"> <li>• The pupil can plan, draft, write, evaluate and edit writing through teacher modelling and support</li> <li>• The pupil can use paragraphs to organise ideas</li> </ul>
<p><b>Vocabulary, punctuation and grammar</b></p>	<ul style="list-style-type: none"> <li>• The pupil can choose nouns or <b>pronouns</b> to avoid repetition – E.g Emily lent <b>her</b> skateboard to <b>her</b> dad.</li> <li>• The pupil is developing an understanding of the <b>present perfect</b> form of verbs - ( tells you something about the present situation by referring to an action that took place in the past)E.g – Henry <b>has played</b> golf.</li> <li>• The pupil can use <b>conjunctions, adverbs, adjectives</b> and nouns to add specific detail, time and cause             <ul style="list-style-type: none"> <li>○ <b>Conjunctions</b> - Words that join two clauses together- after ,although, as, because, before, despite, so , unless, until, when, where and while - E.g Alan wore a wet suit <b>because</b> the sea was cold.</li> <li>○ <b>Adverbs</b> - Give you more detail about what is happening- E.g He played his trumpet <b>loudly</b>.</li> <li>○ <b>Adjectives</b> - Give more information about nouns- E.g The <b>grumpy</b> farmer is pointing at his <b>lovely</b> cows.</li> </ul> </li> <li>• The pupil is consistently using the full range of punctuation taught at key stage 1</li> </ul>