



## Key Learning in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</li> <li>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>Use <b>inverted commas to punctuate direct speech (speech marks)</b>.</li> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i></li> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</li> <li>Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>Explore and collect words with <b>prefixes</b> <i>super, anti, auto</i>.</li> </ul>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> <li>Discussing and recording ideas for planning.</li> <li>Creating and developing settings for narratives.</li> <li>Creating and developing characters for narrative.</li> <li>Creating and developing plots based on a model.</li> <li>Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Discussing and proposing changes with partners and in small groups.</li> <li>Improving writing in the light of evaluation.</li> </ul> <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them.</li> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Use the first two letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>).</li> <li>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul>