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Writing Curriculum Objectives Year 3

Spelling
Spell around half of the word list in Appendix 1 and the word patterns taught in the Yr 3/4 programme of study
actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular, centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore, build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight, address, mention, arrive, occasionally, certain(ly), probably, experience, reign, history, sentence, accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter, special, strange, difficult, length, perhaps, position, pressure, question, purpose, important, special, strange, difficult, length, perhaps, position, pressure, question, purpose, important
Spell around half of the word patterns taught in the Yr 3/4 programme of study:
- Words where -ing, -en and -ed are added to multisyllabic words (forgetting, gardener, preferred)
- Words where 'y' makes an /i/ sound (myth, gym, mystery)
- Words where the digraph 'ou' makes a /u/ sound (young, touch, double)
- Words with the prefixes dis- mis- and re-
- Words with the suffix -ly
- Words ending in -sure and -ture
- Words ending in -sion
- Words where the digraph 'ch' makes a /k/ sound
- Words with the /g/ and /k/ sound spelt 'gue' and 'que'
- Words with the /s/ sound spelt 'sc' (science, scene, crescent)
- Prefixes super- anti- auto-
- Words where the /ai/ sound is spelt ei, eigh or ey
Spell Homophones and near-homophones:
great, main, grown, missed, meet, grate, mane, groan, mist, meat, ball, bawl, break, brake, male, mail, fair, fare, berry, bury, reign, rein, rain
Place the possessive apostrophe correctly in words with regular plurals
Writes dictated sentences correctly that include spellings and punctuation taught
Handwriting
Uses joined handwriting throughout independent writing:
- 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].
Composition
Plan writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- beginning to organise paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

Uses the forms 'a' or 'an' accurately according to whether the next word begins with a consonant or vowel.

Understand word families based on common words showing how words are related e.g. solution, solver, dissolve, insoluble

Express time, place and cause using:

- **Conjunctions** (when, if, because, although)
- **Adverbs** (then, next, soon, therefore)
- **Prepositions** (before, after, during, in because of)

Use the present perfect form of verbs in contrast to the simple past tense

Sometimes uses inverted commas correctly to punctuate direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

All previous terminology and: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')