

Year 3 Writing Expectations- including all KS1 expectations

Pupils know that:

- At its simplest, a paragraph is a group of sentences that together cover one topic, subject or theme.
- A list can be made vertically on a page, but can also be included in a sentence. When a list is included in a sentence, each word is separated by a comma. A group of nouns, adjectives or adverbs can form a list.
- When a sentence begins with conjunctions, *because, if, when*, a comma is usually required to separate the two main ideas in the sentence. The two ideas in such a sentence can be separate sentences. One of the sentences (clauses) will not make sense on its own because the conjunction prevents this.
- Adverbs can signal *manner, time, place, frequency*. They say more about the verb in a sentence.
- Verbs (and other words) can be selected for effect.
- At its simplest, a preposition is a small word that precedes a noun or adjective - it often, but not always, says something about the position of one noun in relation to another.
- A noun phrase can be extended by adding a prepositional phrase (a noun phrase preceded by a preposition).
- With some additions or omissions of words, the order of words can be changed in sentences to alter the meaning.
- It is essential to maintain *tense* and *person* in a piece of writing for it to make sense.

Pupils know how to:

- Organise writing into at least 3 paragraphs (beginning/introduction, middle, end/summary/conclusion).
- Use a comma-separated list in a sentence. (Y2 NC)
- Include in their writing sentences using subordinating conjunctions *because, if, when*, using comma appropriately to demarcate the clause (recognise the clause chunks).
- Include *when, where, how, how often* adverbs and adverbial phrases.
- Include degree of intensity with *-ly* adverbs - *very, fairly, really*
- Select alternative and more effective verbs.
- Extend a noun phrase by adding a prepositional phrase - *at, over, by, with, to, behind, before, under, near, without*
- Write using consistency of tense and person (Y2 NC)
- Change the order of words in a sentence and modify to make it into a question.

Letter Formation

Children know how to:

- Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant;
- *lines* of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Planning, drafting and Editing

In addition to KS1 knowledge, children know how to:

- *use* ideas from their own reading and modelled examples to plan their writing.
- begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – purple editing pens used regularly to edit and improve
- *organise* their writing into more detailed paragraphs around a theme (e.g. beyond 3 paragraphs – beginning middle and end).

Audience, Purpose and Structure

In addition to KS1 knowledge, children know how to:

- demonstrate an
- increasing understanding of purpose and audience
- *by* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- *use* the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- *make* deliberate, ambitious word choices to add detail.
- *create* settings, characters and plot in narratives.
- *begin* to use dialogue to convey a character.

Sentence Structure (Including punctuation and grammar)

- *maintain* the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- *use* 'a' or 'an' correctly throughout a piece of writing.
- *use* simple conjunctions confidently and accurately.
- *use* subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, and although*.
- *use* a range of conjunctions, adverbs and prepositions to show time, place and cause.
- *use* the full range of punctuation from previous year groups.
- Punctuate direct speech (using inverted commas)

Grammar Terminology

Recognise and use the terms:

- Preposition
- Conjunction
- Word family
- Prefix
- Clause
- Subordinate clause
- Direct speech
- Consonant
- Vowel
- Inverted commas (speech marks)

Phonic & Whole word spelling

- To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).
- To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).
- To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).
- To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).
- To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).
- To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).
- To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).

Common Exception words

- To spell many of the Y3 and Y4 statutory spelling words correctly.

Prefixes and Suffixes

- To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).
- To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.
- To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).
- To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

Further Spelling Conventions

- To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.
- To use the first two or three letters of a word to check its spelling in a dictionary

Contexts (purpose) for Writing

- **Writing to express and elicit feelings:** Setting description , stories
- **Writing to express and elicit feelings:** Character description
- **Writing to express and elicit feelings:** Kennings poems
- **Writing to remember, revise and organise thinking-** thinking tools, see ACE document
- **Writing to inform:** biographical writing
- **Writing to inform:** Diary entry
- **Writing to inform:** Explanation text
- **Writing to inform:** Non-Chronological report
- **Writing to inform:** Newspaper report
- **Writing to Persuade:** poster, letter, report