



Year 3 Autumn Term		Spelling	Handwriting/Presentation
Vocabulary, grammar and punctuation	Composition		
<ul style="list-style-type: none"> 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. <i>when, if because, although, while, since, until, before, after, so</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> Use different sentence structures (see VGP). ▶ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▶ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. ▶ Use inverted commas to punctuate direct speech (speech marks). Improvise, create and write dialogue. Drafting and writing – these will be taught throughout all Autumn units Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Group related material into paragraphs. ▶ Use headings and sub headings to organise information. 		<p>NO NONSENSE SPELLING</p> <ul style="list-style-type: none"> ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list). 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly.

Year 3 Spring Term			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. 	<p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Create and develop plots based on a model. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a group or class. 		

All of the above statements and at least some of the statements in the wider learning indicators should be achieved to gain an overall judgement of ‘greater depth’.

Year 3 Summer Term			
Composition		Transcription	
Vocabulary, grammar, punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). ▶ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▶ Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ 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. <i>chunking a plot, story maps, flow charts, boxing up</i>. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> ▶ Use further prefixes <i>dis-, mis-, re-</i>, and suffixes <i>-ly, -ous</i>, 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. <i>young, touch, double</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. ▶ Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ 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. 	