

Year 3 Writing and Spoken Language Curriculum 2014 Name:

Writing Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

Writing composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- discuss and record ideas and compose sentences orally including dialogue
- Compose sentences using a wider range of structures linked to the grammar objectives
- progressively build a varied and rich vocabulary in written work
- **Write a narrative with a clear structure, setting, characters and plot KPI**
- **Write a non-narrative using simple organisational devices such as headings and sub-headings KPI**
- **Introduced to paragraphs as a way to group related material around a theme KPI**
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
- **Proof-read to check for errors in spelling and punctuation errors KPI**

Vocabulary, Grammar and Punctuation

- correctly punctuate sentence with . ? and ! and commas in a list
- Begin to use a comma in complex sentences e.g. Although it was raining, we still played outside.
- **Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. express time, place or cause using when, before, after, while, so, because, if. Use adverbs such as then, next, soon, therefore and prepositions e.g. before, after, during, in, because of. KPI**
- **Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) KPI**
- **Use the perfect form of verbs to mark relationships of time and cause e.g. 'he has gone out to play' contrasted with 'he went out to play'. KPI**
- **Introduced to inverted commas to punctuate direct speech KPI**
- Write from memory sentences dictated by the teacher that include words and punctuation taught so far
- Use and understand the grammatical terminology from English appendix 2 adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, speech marks

Spoken language

- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
- Participate fully in paired and group discussions
- Show understanding of the main points in a discussion
- Start to show awareness of how and when Standard English is used
- Retell a story using narrative language and added relevant detail
- Show they have listened carefully through making relevant comments
- Formally present ideas or information to an audience
- Recognise that meaning can be expressed in different ways dependent on the context
- perform poems from memory adapting expression and tone as appropriate