



## Year 3 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Year 2 Re-cap:</b>            Questions            What is a noun?            What is a verb?            What is an adjective?</p> <p>Use of a and an.</p> <p>Identify the subject of a sentence; pronouns and proper nouns.</p> <p>Know that a main clause has a subject and a verb.</p> <p>Introduce present perfect form of verbs (has/have)</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Introduce co-ordinating conjunctions; <i>for, nor, yet, so, when</i></p> <p>What is a preposition?            Write sentences using prepositions and prepositional phrases.</p> <p>What is a paragraph?</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Use headings and subheadings to aid presentation.</p> <p>Express time, place, cause using adverbs.</p> <p>What is an adverbial?            Write sentences using adverbs and adverbials to provide more information about the verb.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Sub-ordinating conjunctions; <i>when, if, that, because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction; <i>until, although, even</i> and use them in a sentence.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Revise expanded noun phrases.            Expand noun phrases by adding adjectives, nouns and prepositional phrases.</p> <p>Choose a pronoun and noun for cohesion, avoiding repetition.</p> <p>Spoken words go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p>	<p>Consolidate all year 3 learning</p> <p><b>Revisit and review Gap analysis</b></p>

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<b>Spelling</b>	<p>Week 1- long ei spelt ei  Week 2- long ei spelt ey  Week 3- long ei spelt ai  Week 4- er sound spelt ear  Week 5- homophones and near homophones  Week 6- homophones and near homophones  Week 7- REVIEW WEEK</p>	<p>Week 1- suffix ly (no change to root word)  Week 2- Suffix ly (change y to an i)  Week 3 – Suffix ly (root word ends in e)  Week 4- Suffix ly (root word ends in ic or al)  Week 5- Suffix ly exceptions to the rule  Week 6- Statutory challenge words  Week 7- REVIEW WEEK</p>	<p>Week 1- words with short l sound spelt as y  Week 2- Adding suffixes er,ed,ing (no doubling)  Week 3 – Adding suffixes er,ed,ing,en double final consonant  Week 4- Negative meaning prefix mis  Week 5- Negative meanings prefix dis  Week 6- Words with a k sound spelt ch  Week 7- REVIEW WEEK</p>	<p>Week 1- Homophones and near homophones  Week 2- Homophones and near homophones  Week 3 – Prefixes bi and re  Week 4- Words ending in g sound spelt gue and the k sound spelt que  Week 5- words with sh spelt ch  Week 6- Statutory challenge words  Week 7- REVIEW WEEK</p>	<p>Week 1- Words ending in ary  Week 2- Words with a short u spelt with o  Week 3 – Words with a short u spelt with ou  Week 4, 5 and 6 - Word families based on common words. Showing how words are related in meaning.  Week 7- REVIEW WEEK</p>	<p>Week 1- Words ending in suffix al  Week 2- Words ending with zhuh sound spelt sure  Week 3 and 4 – Words ending with a chuh sound spelt ture  Week 5 and 6- Silent letter revision  Week 7- REVIEW WEEK</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>• cursive script</li> <li>• anti clockwise letters a, c, g, d, o, q</li> <li>• the vowels a, e, i, o, u</li> </ul>	<ul style="list-style-type: none"> <li>• tall letters b, d, f, h, k, l, t</li> </ul>	<ul style="list-style-type: none"> <li>• long letters f, g, j, p, q, y,</li> </ul>	<ul style="list-style-type: none"> <li>• lumpy letters h, m, n, r</li> <li>• All other letters v, w, x, z</li> </ul>	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and</p>

	<ul style="list-style-type: none"><li>• Form lower-case letters in the correct direction</li></ul>					<p>descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>
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