

Year 3 Exceeding Expectations: Writing

- Use adjectives (enormous, spooky) and adverbs (dangerously, gently) with confidence and attempt to think of different ones to use in different situations.
- Carefully plan writing and re-read it as a matter of course.
- Ensure that descriptions are detailed enough to help the reader to understand how a story is unfolding.
- Use words that have not been used previously to describe events, characters and feelings.
- Use interesting verbs (e.g. 'stroll' instead of 'walk').
- Vary sentences, adding extra detail to be more precise or specific.
- Include descriptions of events and characters in different styles, sometimes adding humour.
- Describe characters, and include feelings and emotions when appropriate.
- Choose the most appropriate style of writing to suit the text (e.g. poems, lists, letters, reports etc.).
- Check punctuation, and use speech marks and apostrophes accurately.

A phoneme is the smallest unit of sound. This chart shows all the phonemes used when speaking English.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Lammack Primary

School



End of year

expectations

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Year 3

Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year, these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.

Transcription: representation of language in written form (handwriting, spelling)

Composition: the mechanics of writing (language knowledge, organisation, grammar)

Writing

Year 3 Expectations: Transcription

- Spell words with prefixes (e.g. re-) and suffixes (e.g. ness) added to root words. Examples: rewind, loudness.
- Recognise and spell homophones (words that sound the same but are spelt differently). 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 (words with some similarities in spelling). Example: solve, solution, solver.
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use spellings of familiar words to help with the spelling of unfamiliar words.
- Identify the root (base word with prefixes and suffixes removed) in longer words. Example: unexpectedly.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when next to each other, are best left unjoined.
- Increase the clarity, consistency and quality of handwriting.

Year 3 Expectations: Composition

- Look at and discuss examples of different types of writing. Consider the purpose of the writing and the reader thinking about organisation, grammar and vocabulary used.
- Use a wider range of sentences types.
- Write a clearly organised story with a setting, characters and a plot/main events.
- Write a non-fiction text using simple organisational features such as headings and sub-headings.
- Suggest how writing can be improved by assessing own and others' work.
- Make improvements by suggesting changes to grammar and vocabulary.
- Use a range of sentences by joining clauses using a wider range of conjunctions (e.g. when, if, because, although).
- Use the perfect form of verbs to mark relationships of time and cause
- Use appropriate language to explain 'when' or 'why' something happened.
- Check writing for errors in spelling and punctuation.