

To be a Year 3 writer, I will need to...

Handwriting...

Write neatly and legibly, with letters that are all a similar size;
Join some letters;
Decide which letters to join and which letters not to join;
Keep my writing lines horizontal and keep the space between lines parallel and consistent;
Keep the down strokes of my writing upright and parallel;
Make sure that descenders of one line do not touch the ascenders of the line below.

Composition...

To talk about similar pieces of writing, and using these to help them plan their own
To plan their writing by talking about it or writing down key words
To use a rich vocabulary and a range of sentence structures to make their writing interesting
To create settings, characters, and plots for stories
To use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
To proof-read their writing for spelling, grammar, and punctuation errors
To read their writing out loud.



Spelling...

Spell more words with prefixes including words beginning: *dis-*, *mis-*, *in-*, *re-*, *im-*, *sub-*, *inter-*, *super-*, *anti-*, *auto-*
Spell more words with suffixes and other endings, including words ending *-ation*, *-ly*, *-sure*, *-ture*, *-sion*, *-ion*, *-ous*, *-tion*
Spell words with unusual spelling such as *ch* for /k/, *gue* for /g/ and *que* for /k/, *sc* for /s/ and *ei*, *eigh*, and *ey* for /ay/
Use the possessive apostrophe with regular and irregular plurals, for example, *the children's lunch*, *the girls' shoes*
Spell words that are often misspelt (see the spelling word list for Year 3 and Year 4)

Grammar and Punctuation..

Use *a* and *an* correctly, for example 'a rock', 'an ice-cream'

Use conjunctions to talk about time, place and cause, for example, 'I went to play football *after* I finished dinner' (time), 'I asked him to move *so* I could see the sign' (cause) or 'I went back to the chair *where* I left my coat' (place)

Use adverbs to talk about time, place and cause, for example, 'I'll tidy my bedroom *tomorrow*' (time), 'The man waited *outside*' (place), 'The bus broke down *therefore* I was late' (cause)

Use prepositions to talk about time, place and cause, for example, 'We met *at* 2pm' (time), 'The school was *next* to the shops' (place) or 'We ran home *because* of the rain' (cause)

Put sentences together into paragraphs

Use headings and subheadings in non-fiction texts

Use the present perfect form of verbs, for example, 'Bella *has lost* her keys' or 'I *have lived* in London for fifteen years' to talk about events that started in the past and are still happening

Use inverted commas for speech, for example:

"It's pizza for dinner," said Dad.

"We're going to win!" said Bill.

How you can help...

Read to your child

Encourage them to read as much as possible

Listen to your child read as much as possible

Practise spellings

Create writing opportunities

Encourage your child to talk to you and talk to them

<https://ictgames.com/littleBirdSpelling/> - common exception words

<https://ictgames.com/mobilePage/lcwc/index.html> - Common exception word spelling

<https://ictgames.com/mobilePage/forestPhonics/index.html> - phonics sounds game

Key Texts...

