



Developing Creative and Engaging Writers at Acresfield

Year 3

Our Approach to Writing

This booklet is designed to give parents an overview of expectations in Year 3 linked to the English writing curriculum.

It outlines the following:

Curriculum expectations in spelling, handwriting, composition and vocabulary, grammar and punctuation for children in Year 3

Approaches to learning used by staff at Acresfield

Ways you can support your child at home

Composition

Children should be able to

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording their ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- begin organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences e.g. he, she, his, him
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

Children should learn to spell by:

- use further prefixes and suffixes and understand how to add them eg dis—, un—, -ly, -ful.
- spell homophones eg. brake/break, fair/fare
- spell words that are often misspelt eg. echo, character
- use the first two or three 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



Vocabulary, Grammar and Punctuation

Children should be able to:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, while,
- use the present perfect form of verbs in contrast to the past tense e.g. **He has gone out to play** instead of **He went out to play**
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause e.g. before, after, during, next, soon
- Begin to use fronted adverbials e.g. Early in the morning, During the afternoon
- Begin to use inverted commas to punctuate direct speech

Handwriting

Children should be able to:

- form lower-case letters of the correct size relative to one another
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

