



Bramhope Primary School

English- Writing Road Map



Year 3

1. Spelling:

- Use further prefixes *dis_*, *mis_*, *re_*, and suffixes *_ly*, *_ous*, and understand how to add them.
- Add suffixes beginning with vowel letters to words of more than one syllable.
- Spell homophones and near homophones.
- Spell words containing the /ʌ/ sound spelt ou, e.g. *young*, *touch*, *double*
- Spell words with endings sounding like /ʒə/ e.g. *treasure*, *enclosure*, *pleasure*.
- Spell words with endings sounding like or /tʃə/, e.g. *creature*, *furniture*, *adventure*.
- Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein*, *weigh*, *eight*, *neighbour*, *they*, *obey*
- Identify and spell irregular past tense verbs, e.g. *send /sent*, *hear /heard*, *think/ thought*
- Identify and spell irregular plurals, e.g. *goose/ geese*, *woman/women*, *potato /es*
- Use the first two 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.
- Spell most words from the Year 3 common exception words (inc. applying).
- To spell most KS1 common exception words (inc. applying)
- **To use apostrophes to mark possessive plurals e.g. the boys' coats.**

2. Handwriting and Presentation:

- Form and use the four basic handwriting joins.
- Write legibly.
- **To write legibly using the appropriate joins.**

3. Composition:

- Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot*, *story maps*, *flow charts*, *boxing up*.
- Create and develop settings for narrative.
- Create and develop characters for narrative.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases*, *powerful verbs*, *technical language*, *synonyms for said* appropriate to text type.
- Use different sentence structures (see VGP).
- Group related material into paragraphs.
- Use headings and sub headings to organise information.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.
Use appropriate intonation, tone and volume to present their writing to a group or class.
- **Improvise, create and write dialogue.**
- **Maintain a consistent approach to paragraphing.**

4. Vocabulary, grammar and punctuation:

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Recap Year 2 objective/ Autumn term:

- on choosing nouns and pronouns appropriately
- on Capital letters, full stops, question marks, exclamation marks, apostrophes for possession and commas in a list
- Identify clauses in sentences.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so*.
- Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*.
- Adverbs – To start sentences e.g. *suddenly, silently, soon, next, eventually*.
- Begin to use inverted commas to punctuate direct speech (speech marks).
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box*.
- Explore and collect nouns with prefixes *super, anti, auto*.
- **To manipulate the position of a clause within a sentence, e.g. *Although it was raining, we decided not to take our coats.***