



Phase 1

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## Achieving age-related expectations in Year 3 - Writing

### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

##### Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

##### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

##### Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

##### Composition

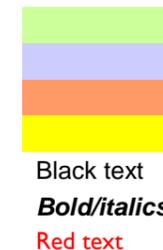
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

##### Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

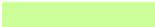
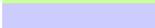


Year 3	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Ongoing, in-school provision and approaches	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
Phase 1	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones and understand their meanings</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Explore and accurately use word families for meaning, word class and spelling</li> <li>Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Autumn Term</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li><b>Writing is clear in purpose</b></li> <li>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</li> <li>Discuss and record ideas e.g. <i>can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use</i></li> <li><b>Draft and write by</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li><b>In narratives, creates settings, characters and plot</b></li> <li>Events or ideas are developed using some appropriate vocabulary</li> <li>Generally includes features of non-narrative writing</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Select appropriate tense for a task with verb forms adapted</li> </ul>	<ul style="list-style-type: none"> <li><b>Organise paragraphs around a theme</b></li> <li>Organise writing into logical chunks and writes a coherent series of linked sentences for each</li> <li>Use connectives and pronouns that link sentences, paragraphs or sections</li> <li>Use heading and subheadings to aid presentation</li> <li>Appropriate choice of nouns and pronouns create clarity, cohesion within writing</li> </ul>	<ul style="list-style-type: none"> <li>Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound)</li> </ul>	<ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use conjunctions to express time place and cause e.g. <i>when, before, after, while, so, because</i></li> <li>Introduce inverted commas to punctuate direct speech</li> <li>Full stops, capital letters, exclamation marks and question marks are mostly accurate</li> <li>Use compound sentences with co-ordinating conjunctions</li> <li>Use prepositions in writing</li> <li>Know when to use 'a' and 'an'</li> <li>Proof-reads for spelling and punctuation errors</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1</li> </ul>



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Year 3	WRITING					Vocabulary, grammar and punctuation
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure and Punctuation	
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Explore and accurately use word families based on common words e.g. <b>fear, feared, fearful, fears, fearfully</b></li> <li>Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Spring Term</li> </ul>		<ul style="list-style-type: none"> <li>Writing incorporates mostly relevant content to inform and interest the audience</li> <li>A viewpoint is established but may not always be consistent or maintained</li> <li>Expansion of detail / events may be supported through vocabulary (technical, vivid language)</li> </ul>	<ul style="list-style-type: none"> <li>Adverbials may link sentences, paragraphs or sections</li> </ul>	<ul style="list-style-type: none"> <li>An increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li><b>Use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'</b></li> <li>Use adverbs and prepositions to express time, place and cause</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use past perfect verb form</li> <li>Complex sentences using subordinate conjunctions e.g. <b>when, if, because, although</b></li> <li>Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 2</li> </ul>
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Form nouns using prefixes</li> <li>Use prefixes to give the antonym, e.g. <b>'im-', 'in-', 'ir-', 'il-'</b></li> <li>Apply simple spelling rules and guidance, as listed in Yr 3 Hampshire Spelling Guidance Summer Term</li> </ul>		<ul style="list-style-type: none"> <li>Expansion of detail / events may be supported through explanation</li> </ul>		<ul style="list-style-type: none"> <li>Some variation of modal verbs to express possibility</li> <li>Confident and consistent use of inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials</li> <li>Uses commas after fronted adverbials</li> <li>Correctly use inverted commas in writing</li> <li>Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 3</li> </ul>

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Year 3		Hampshire Additional Guidance - Vocabulary Grammar and Punctuation				
Phase 1	Co-ordinating conjunctions and but or so for nor yet	Word families for meaning, word class and spelling  solve, solution, solving, solved, solver, dissolved, soluble, insoluble	Prepositions  next to, by the side of, in front of, during, though, throughout, because of	Exaggerated language  unbelievable, glorious, etc.	Know the difference between the subject and object with the personal pronoun  Possessive pronouns my, your, his, hers, its, ours, theirs	Homophones and their meanings  bear – bare pear – pair
	Appropriate verb choices  Use of synonyms for verbs such as 'said' or 'go' when appropriate for effect	Identify all the word classes of a simple sentence	Pattern of three for persuasion  Fun. Exciting. Adventurous!	Use irregular simple past-tense verbs  awake – awoke blow – blew	<b>Use conjunctions to express time place and cause</b>  when, before, after, while, so, because	
Phase 2	Express time, place and cause, using prepositions  before, after, during, in, because of	Express time, place and cause using adverbs  then, next, soon	Specific/technical vocabulary to add detail  Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.	Past perfect verb form  'had' + past participle	Know that pronouns, nouns and proper nouns can all be the subject of a sentence	Commas used in lists
	<b>Present perfect verb form</b>  'has/have' + past participle	Quantifiers  enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several				
Phase 3	The difference between a phrase and a clause	<b>Inverted commas</b>  Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in '-ly'			