



Year 3 English Subject Map:WRITING



<p>Narrative – The Secret of Black Rock. Adventure story, Biography - Ruby Bridges Shape Poems Narrative – A Christmas Carol. Character description and letter writing Non-fiction Instructions - How to wash a Woolly Mammoth Non-Chronological reports – Earthquakes</p>	<p>Fiction: Myths and Legends Non-fiction: Persuasive writing (Holiday Brochure) Poetry: Performance Fiction - Imaginary Worlds</p>	<p>Narrative: comedy - The incredible book eating boy. Non-fiction: Explanation Texts Play scripts Poetry: limericks Non-fiction: Balanced argument</p>
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AGE RELATED EXPECTATIONS							
	Writing transcription : Spelling		Writing: Transcription Handwriting		Writing: Composition		Writing: Vocabulary, Grammar and Punctuation
Phonics and Spelling Rules	1.To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey). 2.To spell words with the /ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym). 3.To spell words with a /k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist,echo, character). 4.To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique). 5.To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure). 6.To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country). 7.To spell words ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure). 8.To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure).	Letter Formation, Placement and Positioning	16.To use a neat, joined handwriting style with increasing accuracy and speed.	Planning, Writing and Editing	18.To begin to use ideas from their own reading and modelled examples to plan their writing. 19.To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements. 20.To begin to organise their writing into paragraphs around a theme. 21.To compose and rehearse sentences orally (including dialogue).	Sentence Construction and Tense	26.To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. 27.To use ‘a’ or ‘an’ correctly throughout a piece of writing.
Common Exception Words	9.To spell many of the Y3 and Y4 statutory spelling words correctly.	Joining letters	17.To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	Awareness of Audience, Purpose and Structure	22.To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 23.To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). 24.To make deliberate ambitious word choices to add detail. 25.To begin to create settings, characters and plot in narratives.	Use of Phrases and Clauses	28.To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. 29.To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
Prefixes and Suffixes	10.To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). 11.To spell most words with the suffix -ly with no change to the root word; root words that end in ‘le’, ‘al’ or ‘ic’ and the exceptions to the rules. 12.To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). 13.To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,					Punctuation	30.To use the full range of punctuation from previous year groups. 31.To punctuate direct speech accurately, including the use of inverted commas.
Further Spelling Conventions	14.To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. 15.To use the first two or three letters of a word to check its spelling in a dictionary.					Use of Terminology	32.To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).