



Year 3 Writing Expectations

Grammar	Sentence Construction	Punctuation	Spelling	Amount
<p>Correct use of tense.</p> <p>Change verb to improve interest.</p> <p>Experiment with adjectives.</p> <p>Correctly use verbs in 1st , 3rd person.</p> <p>Use irregular verb tenses</p>	<ul style="list-style-type: none">* Use conjunctions, adverbs and prepositions to express time and cause* Open sentences to show the order things happen 'Also' 'After' 'Soon' 'Before' 'Later'* Conjunctions for compound and complex sentences.* Understand verbs, nouns & pronouns.	<ul style="list-style-type: none">* Use Y2 punctuation marks to independently and accurately demarcate all sentences.* Use speech marks more accurately to punctuate direct speech* Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)* Use of commas after subordination (e.g. Later that day, I heard the bad news)	<ul style="list-style-type: none">* Prefixes/suffixes* Homophones* KS2 spelling objectives Statutory Year 3 word list and spelling rules.* Begin to use dictionaries to look up meanings of words and to check tricky spellings.	<p>$\frac{1}{2}$ to $\frac{3}{4}$ of a side of A4 in 45 minutes.</p>
Handwriting	<ul style="list-style-type: none">* Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)* Letters and words are usually appropriate in size and position* Understands which letters, when adjacent to one another, are best left unjoined			

Spelling rules

Teachers continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.



SPELLING RULES FOR YEAR 3

If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable, (as in 'happy-happily').

If the root word ends with -le, the -le is changed to -ly, (as in 'gentle-gently').

If the root word ends with -ic, -ally is added rather than just -ly, (as in 'dramatic-dramatically').

Words with the -ei sound spelt -ei, -eigh, (as in 'eight' and 'weigh').

Words with the long -a sound -ey, spelt -ie, -ei, (as in 'piece' and 'ceiling').

Words containing 'ou' where it sounds like 'u' (as in 'young' and 'touch').

Words ending -sure
(as in 'measure' and 'pleasure').

Words ending in also -ture
(as in 'adventure' and 'nature').

Possessive apostrophe with singular and plural words.

If the word ends in -s, the apostrophe is placed after the plural form of the word, (as in 'girls' and 'boys').

If the word does not end in -s, the apostrophe is placed before the additional -s
(as in 'children's' and 'men's').

Prefixes (groups of letters added to the start of a word):

-mis (as in behave -misbehave);

-dis- (as in obey-disobey);

-il (as in legal-illegal);

-sub (as in marine-submarine).

Words with a possessive apostrophe for singular nouns

(as in 'Jim's' and 'the girl's').

Words ending in 'il' (such as 'pencil').

Words ending in -al
(as in 'pedal' and 'animal').

Words ending -tion
(as in 'fiction' and 'station').

Dropping the 'e' off the end of a word when adding -ing, -ed, -er
(as in 'hiking', 'hiked' and 'hiker').

Suffixes (groups of letters added to the end of a word).

Adding the suffix -ly to an adjective to form an adverb. (as in 'usual-usually').

Adding suffixes beginning with vowel letters to words of more than one syllable.

If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added, (as in 'begin-beginning').

The consonant letter is not doubled, if the syllable is unstressed
(as in 'limit-limiting').

Homophones

Pairs of words that sound the same but are spelt differently,
(as in 'meddle' and 'medal').



Glossary

Clauses These are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.

Complex sentence Formed by joining a main clause with a subordinate clause using a subordinating conjunction. The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone.'

Compound sentences Formed by joining two main clauses with a coordinating conjunction. The two clauses can stand on their own as sentences. For example, 'I like dogs, but my friend likes cats'.

Direct speech A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Dad).

Formal speech A type of speech or writing used in formal, 'serious' texts and situations. The language we may use for a formal text, such as a letter of complaint.

Statement A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.

Subordinating conjunction A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.

Subordination The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.

Superlative A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Mia ran fastest on Sports Day'. 'I am quick, you are quicker than me, but he is the quickest of all'. See also comparative.

Time Conjunction Words or phrases which tell the reader when something is happening; e.g. 'After dinner you must do your homework. Then you can read your book'.

Main Clause The leading clause in a sentence, which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is wet, I will still take the dog for a walk'.

Preposition A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.

Reported/ Indirect speech A sentence where the words spoken are not placed in speech marks, they are reported -he told us to put the books down.

Simple sentence This has a subject and one verb. See also compound sentence and complex sentence.

Subject The subject of a sentence is the thing or person carrying out the main action. For example, 'The bird caught the worm.'

Subordinate clause A clause that cannot stand alone as a complete sentence but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though sometimes it is raining'. Subordinate clauses contain a subject noun and a verb. 'Is Sarah washing the dishes?'