Year 3 Writing Disciplinary Knowledge

	Year 3: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - the prefixes dis-, in-, im- - the suffix -ly, -ous - words ending with -ture • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - the /I/ sound spelt y elsewhere than at the end of words - the suffix -ation - words ending with -tion, -cian - words with the /k/ sound spelt ch - Words with the /ʃ/ sound spelt ch • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) • spell further homophones **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - the prefix re-, sub-, super-, anti- - adding suffixes beginning with vowel letters to words of more than one syllable • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) • spell further homophones • 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**
Handwriting	**Practise and develop fluency of cursive writing** • 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	**Practise and develop fluency of cursive writing** • 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	**Practise and develop fluency of cursive writing** • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

	Year 3: Composition		
	Autumn	**Spring**	**Summer**
Planning	• 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 ideas	• 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 ideas	• 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 ideas
Drafting and writing	• draft and write by: - composing and rehearsing sentences orally (including dialogue) - in narratives, creating characters - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	• draft and write by: - composing and rehearsing sentences orally (including dialogue) - organising paragraphs around a theme - in narratives, creating settings	• draft and write by: - composing and rehearsing sentences orally (including dialogue) - in narratives, creating plot
Editing and evaluating	• proof-read for spelling and punctuation errors	• evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements	• evaluate and edit by: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Presenting and performing	• 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		• 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

	Year 3: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure	• use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	• formation of nouns using a range of prefixes [for example super–, anti–, auto–]	• word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence Structure	• expressing time, place and cause using conjunctions [including when, if, because, although] • adverbs [for example, then, next, soon, therefore] • prepositions [for example, before, after, during, in, because of]		
Text Structure	• introduction to paragraphs as a way to group related material	• headings and sub-headings to aid presentation	• use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	• introduction to inverted commas to punctuate direct speech		