



Year 3 Writing Concept Map

Writing Key Concepts							
Transcription		Composition					
Handwriting	Spelling	Write with purpose	Organise writing appropriately	Use imaginative description	Use sentences appropriately	Analyse and edit writing	Present and perform writing
Content from Year 2 (to be reviewed in Autumn term)		<ul style="list-style-type: none">• Join words and joins clauses using subordination and co-ordination.• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.• Use expanded noun phrases.• Use tenses accurately.• Use different sentence forms.					
Transcription - Spelling		<ul style="list-style-type: none">• Use further prefixes and suffixes and understand how to add them.• Spell further homophones.• Spell words that are often misspelt.• Place the possessive apostrophe accurately in words with regular and irregular plurals.• 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.• <i>Apply spelling rules as listed in the English appendix - RWI spelling scheme.</i>					

Transcription - Spelling Year 3

- The /ɪ / sound spelt y elsewhere than at the end of words.
- More prefixes - Adding the prefixes dis- and in-, adding the prefix im- to root words beginning with m or p, adding the prefix re-, adding the prefix anti-, adding the prefix super-, adding the prefix sub-.
- The suffix -ation.
- The suffix -ly.
- Words with endings sounding like /ʒə/ or /tʃə/ (words ending in -ture).
- The suffix -ous.
- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian - adding the suffix -ion (to root words ending in t or te).
- Adding the suffix -ian (to root words ending in c or cs).
- Words with the /k/ sound spelt ch (Greek in origin).
- Words with the /ʃ/ sound spelt ch (mostly French in origin).

Autumn Term

- Unit 1 - Adding the prefixes dis- and in-
- Unit 2 - Adding the prefix im- to root words beginning with m or p
- Unit 3 - Adding the suffix -ous
- Unit 4 - Adding the suffix -ly
- Unit 5 - Words ending in -ture
- Special focus 1 - Orange words
- Special focus 2 - Homophones

Spring Term

- Unit 6 - Adding -ation to verbs to form nouns
- Unit 7 - Words with the c sound spelt ch
- Unit 8 - Words with the sh sound spelt ch
- Unit 9 - Adding the suffix -ion
- Special focus 3 - The short i sound spelt with the letter y
- Special focus 4 - Homophones

Summer Term

- Unit 10 - Adding the suffix -ian
- Unit 11 - Adding the prefix re-
- Unit 12 - Adding the prefix anti-
- Unit 13 - Adding the prefix super-
- Unit 14 - Adding the prefix sub-

Common Exception Words Year 3	accident(ally), actual(ly), address, answer , appear, arrive, believe, bicycle, breath, breathe, build, busy/business , calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February , forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island , knowledge, learn, length , library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength , suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women		
Transcription - Handwriting	<ul style="list-style-type: none"> Develop using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. 		
Composition	<ul style="list-style-type: none"> Plan their writing by discussing similar writing and recording ideas. Draft writing by composing and rehearsing sentences orally. Create settings, characters and plots in narratives. Use simple organisational devices, e.g. headings and sub-headings, in non-narrative. Use the main features of a type of writing. Suggest improvements to their own and others' writing. Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud writing to a group or whole class, using appropriate intonation. Use a varied and rich vocabulary. Use and understand the grammatical terminology for Year 3. 		
	Autumn Term	Spring Term	Summer Term
			<ul style="list-style-type: none"> Organise paragraphs around a theme.
Composition - Vocabulary, grammar and punctuation	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular. 	<ul style="list-style-type: none"> Use adverbs and prepositions to express time and cause. Use and punctuates direct speech. 	<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses. • Use conjunctions to express time and cause. • Select and use determiners correctly. • Use adjectives, adverbs, prepositions (including phrases) and conjunctions. 	<ul style="list-style-type: none"> • Use the present perfect form instead of the simple past. 	
Terminology	preposition, conjunction, determiner, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')		