

Key Learning in Reading: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
- Explore and identify main and subordinate clauses in complex sentences. - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>. - Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. - Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. - Use inverted commas to punctuate direct speech (speech marks). - Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i> - Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. - Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. - Explore and collect words with prefixes <i>super, anti, auto</i>.	Plan their writing by: - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. - Discussing and recording ideas for planning. - Creating and developing settings for narratives. - Creating and developing characters for narrative. - Creating and developing plots based on a model. - Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. - Grouping related material into paragraphs. - Using headings and sub headings to organise information. Evaluate, and edit by: - Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. - Discussing and proposing changes with partners and in small groups. - Improving writing in the light of evaluation. Perform their own compositions by: - Using appropriate intonation, tone and volume to present their writing to a group or class.	- Use further prefixes and suffixes and understand how to add them. - Spell further homophones. - Spell words that are often misspelt. - Use the first two 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. - Learn to spell new words correctly and have plenty of practice in spelling them. - Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). - Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.	- Form and use the four basic handwriting joins. - Write legibly.