

| Terminology  |   |
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| consonant, vowel letter, vowel letter, conjunction, preposition, paragraph   | prefix; inverted commas   |
| Word   |   |
| Correct use of a and an  | Formation of nouns using a range of prefixes  |
| Use the first two or three letters of a word to check its spelling in a dictionary   |   |
| Use interesting and ambitious words  |   |
| Use nouns and pronouns appropriately to avoid repetition.  |   |
| Spelling   |   |
| Revision of work from Years 1 and 2. Pay particular attention to the rules for adding suffixes.  | ou spellings (e.g. young, touch)  |
| Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, forgotten, beginning, beginner, prefer, preferred) | Prefixes <b>un, dis, mis</b> (most prefixes are added to the beginning of root words without any changes in spelling)   |
| The l sound spelt <b>y</b> elsewhere than at the end of words (e.g. mystery, gym)  | Prefix <b>in</b> and its exceptions <ul style="list-style-type: none"> <li>- before a root word starting with <b>l in-</b> becomes <b>il</b> (e.g. illegal)</li> <li>- before a root word starting with <b>m</b> or <b>p, in-</b> becomes <b>im-</b> (e.g. immature)</li> <li>- before a root word starting with <b>r, in-</b> becomes <b>ir-</b> (e.g. irregular)</li> </ul> |
| Write from memory simple sentences, dictated by the teacher, that include words and punctuation.   | Prefixes <b>re, sub, inter, super, anti, auto</b>   |
|  | The suffix <b>-ation</b> . Added to verbs to form nouns (information, adoration)  |
|  | 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   |
| Punctuation  |   |
| Revision of work from Years 1 and 2  | Introduction to inverted commas to punctuate direct speech  |

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| Use of preposition (e.g. before, after, during, in, because of)   |  |
| <b>Planning Writing</b>   |  |
| Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. |  |
| Discuss and record ideas  |  |
| Compose and rehearse sentences orally   |  |
| <b>Text</b>   |  |
| <i>Work which is organised, imaginative and clear (simple opening and ending)</i>   | Headings and sub-headings to aid presentation  |
| <i>Can develop and extend ideas logically in sequenced sentences</i>  | Assess the effectiveness of their own and others' writing and suggesting improvements. |
| Introduction to paragraphs as a way to group related material   |  |
| In narratives create settings, characters and plot  |  |
| Proof read for punctuation and spelling errors  |  |
| Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume.                    |  |