

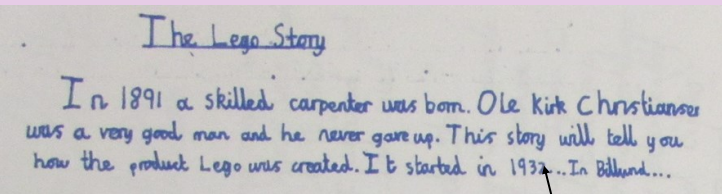


## Writing in Year 3!

### Composition : Skills and processes that are needed for writing.

Please support your child by helping them to:

- Draft and write sentences for their writing by rehearsing them aloud.
- Organise paragraphs around a topic or theme.
- Create settings, characters and plot when writing stories.
- Use organisational devices such as sub-headings and a clear introduction when writing non-fiction texts.
- Evaluate and edit their writing.



An example of handwriting expectations. Children should be joining accurately across the curriculum. Every lesson is a writing lesson!

### Spelling

During Year 3 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g.

#### What Are Prefixes?

- A **prefix** is a group of letters we add to the **front** of a root word.
- Prefixes **change the meaning** or **purpose** of the word, e.g:  
**un + kind = unkind**

The word has become its opposite meaning (antonym)

prefix root word suffix

uncomfortable  
irregularly  
disorganised  
unconfidently  
disrespectfully

#### What Are Suffixes?

- A suffix is a **word ending**. It is a group of letters you can add to the **end** of a root word.  
e.g. walking, helpful, happily
- Adding suffixes to words can **change** or **add** to their meaning, but most importantly they show **how** a word will be used in a sentence and what part of speech (e.g. noun, verb, adjective) the word belongs to.

#### Homophones

Some words sound the same, mean different things and are spelt differently.

**their/there** **where/wear**

You need to practise to make sure you use the right one in your writing.

The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes. Please help your child to learn any words sent home, including the words provided with this pack.

**At Queen's Hill Primary, we expect every child to write at least one and a half pages of A4 paper in every extended writing lesson.**



## Vocabulary, Grammar and Punctuation:

The children will explore words used in the texts they read in English and be expected to use similar words in their writing. Please help your child by practising these features of grammar...

Remember that most apostrophes are used for possessive nouns.

So if a noun owns something, use an apostrophe:

**Bob's** jellybean hat became sticky in the scorching sun.



Or use it for contractions:

**Bob's** going to the store to create a bacon hat instead.



And if it's plural, don't use an apostrophe:

Bacon **hats** do not melt and they smell wonderful.

## Fronted adverbials

Li: I can identify and begin to use fronted adverbials in sentence structure

- A fronted adverbial goes at the beginning of a sentence
- It describes the verb in the sentence
- It describes where, when and how

## A. NOUN PHRASE

- A **noun phrase** refers to a phrase that built upon a noun which functions as the headword of the phrase.

• Example:

1. The young man threw the old dog a bone.  
(NP) (NP) (NP)

2. Pretty girls whispered softly.  
(NP)

Try to help your child to use more ambitious vocabulary. Ask them about **word of the week!**

