



# Every Moment Matters

## Blended Learning Writing Pack

### Year 3

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

# Year 3

Transcription	1	Majority of Year 3 NC and high frequency words spelt correctly.
	2	Use of the forms a or an accordingly [a rock, an open box]
	3	Show understanding of word families based on common words [solve, solution, dissolve]
	4	Spell most homophones correctly [here/hear, their/there/they're, mail/male]
Grammar, Punctuation and Vocabulary	5	Expressing time, place and cause using conjunctions [but, so, because, when, if, after, next]
	6	Expressing time, place and cause using adverbs [often, soon, never, everywhere, slowly]
	7	Expressing time, place and cause using prepositions [before, after, during, inside, under]
	8	Begin to increase the range of vocabulary to engage and excite the reader.
	9	Correct use of capital letters and full stops.
	10	Correct use of commas in lists.
	11	Begin to use inverted commas to punctuate direct speech (other speech punctuation not required)
	12	Maintain correct use of verb tense throughout text.
Overall Text and Structure	13	In narratives, creating settings, characters and plot. In non-narrative material, use simple organisational devices [headings and sub-headings]
	14	Begin to use paragraphs as a way to group related material.
	15	Plan by discussing and recording ideas.
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Accurate choice of nouns and pronouns for clarity and to avoid repetition.
	19	Proof-read for spelling and punctuation errors.
	20	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.
Exceeding Criteria		
	21	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	22	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	23	Organise paragraphs around a theme.

## Year 3 Common Exception Words and Year 3 Spelling List Words

accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, breath, 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, forwards, fruit, grammar, group, guard, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, mention, minute.

### Year 3 Spelling Rules and Words

Possessive apostrophes with singular words (Y2 revision)

girl's, boy's, man's, baby's, child's, dog's

Possessive apostrophes with plural words (new learning)

girls', boys', men's, babies', children's, dogs'

Homophones, near homophones and easily confused words

here / hear	heel / heal / he'll	not / knot
male / mail	accept / except	affect / effect
ball / bawl	berry / bury	break / brake
fare / fair	great / grate	groan / grown
main / mane	meat / meet	missed / mist
piece / peace	plain / plane	rain / rein /
reign	weather / whether	who's /
whose	medal / meddle	scene / seen

The suffix '-ly' (added to an adjective to form an adverb. Added straight to most root words without changing root)

sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically

The /u/ sound spelt 'ou'

young, touch, double, trouble, country

More prefixes 'dis-' & 'mis-' added to the beginning of the root without changing the root. They have negative meanings

disappoint, disagree, disobey, misbehave, mislead, misspell

Prefix 'in-' can mean both 'not' and 'in/into', here it means 'not'

inactive, incorrect,

Prefix before a root word starting with i, 'in-' becomes 'il-'

illegal, illegible

'e-i', 'eigh', 'ei', 'ey'

vein, weigh, eight, neighbour, they, obey

/zher/ ending with '-sure'

measure, treasure, pleasure, enclosure

ending '-ture'

creature, furniture, picture, nature, adventure

Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed

forgetting, forgotten, beginning, beginner, prefer, preferred  
gardening, gardener, limiting, limited, limitation

'-sub' meaning under

subdivide, subheading, submarine, submerge

# How to...

## First 100 High Frequency Words

Word	R	W
the		
that		
not		
look		
put		
and		
with		
then		
don't		
could		
a		
all		
were		
come		
house		
to		
we		
go		
will		
old		
said		
can		
little		
into		
too		
in		
are		
as		
back		
by		
he		
up		
no		
from		

Word	R	W
day		
I		
had		
mum		
children		
made		
of		
my		
one		
him		
time		
it		
her		
them		
Mr		
I'm		
was		
what		
do		
get		
if		
you		
there		
me		
just		
help		
they		
out		
down		
now		
Mrs		
on		
this		
dad		

Word	R	W
came		
called		
she		
have		
big		
oh		
here		
is		
went		
when		
about		
off		
for		
be		
it's		
got		
asked		
at		
like		
see		
their		
saw		
his		
some		
looked		
people		
make		
but		
so		
very		
your		
an		

# How to...

## Next 200 High Frequency Words

Word	R	W	Word	R	W	Word	R	W
water			never			eat		
bear			narrator			food		
find			how			need		
these			things			head		
live			magic			would		
away			next			everyone		
can't			small			fox		
more			did			that's		
began			new			king		
say			shouted			or		
good			first			our		
again			car			through		
I'll			man			baby		
boy			after			town		
soon			us			took		
want			work			two		
cat			couldn't			way		
round			going			fish		
animals			wanted			I've		
night			other			school		
over			lots			has		

# How to...

## Next 200 High Frequency Words

Word	R	W	Word	R	W	Word	R	W
around			many			horse		
think			know			another		
yes			well			boat		
stop			sea			air		
mouse			found			gone		
every			laughed			rabbit		
home			let's			great		
play			fun			window		
must			any			trees		
something			better			hard		
garden			lived			white		
who			much			why		
take			place			sleep		
red			under			bad		
bed			hot			floppy		
fast			birds			coming		
didn't			suddenly			cried		
thought			mother			feet		
door			hat			tea		
may			sun			really		
only			duck			he's		
ran			told			keep		
dog			sat			morning		

# How to...

## Next 200 High Frequency Words

Word	R	W	Word	R	W	Word	R	W
river			along			fly		
room			am			key		
queen			different			run		
eyes			grandad			best		
wish			stopped			grow		
liked			plants			long		
last			before			tree		
each			let			three		
fell			there's			where		
eggs			ever			been		
giant			dragon			gave		
jumped			gran			right		
book			girl			still		
friends			looking			snow		
once			miss			across		
looks			pulled			top		
because			clothes			wind		
its			which			dark		
box			end			thing		
please			most			than		
use			we're			cold		
even			tell			park		
green			inside					

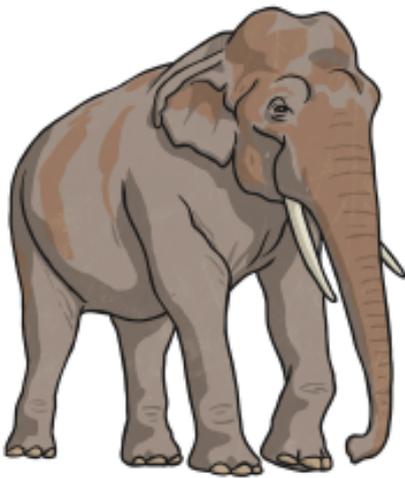
# How to...

## 2: Use of the forms a or an accordingly

### An or A

Did you know that we use 'an' before a word that starts with a vowel sound?

**an elephant**



**an umbrella**



The word 'hour' does not start with a vowel (a, e, i, o or u) but it does start with a vowel sound.

It is an hour because the 'h' is silent. Tricky!

Look at the examples below to see whether they need 'an' or 'a'.

**an**

**a**

an earthquake

an octopus

a game

a monkey



an idea

an excuse

a ball

a hat



an hour - this has an 'ou' sound

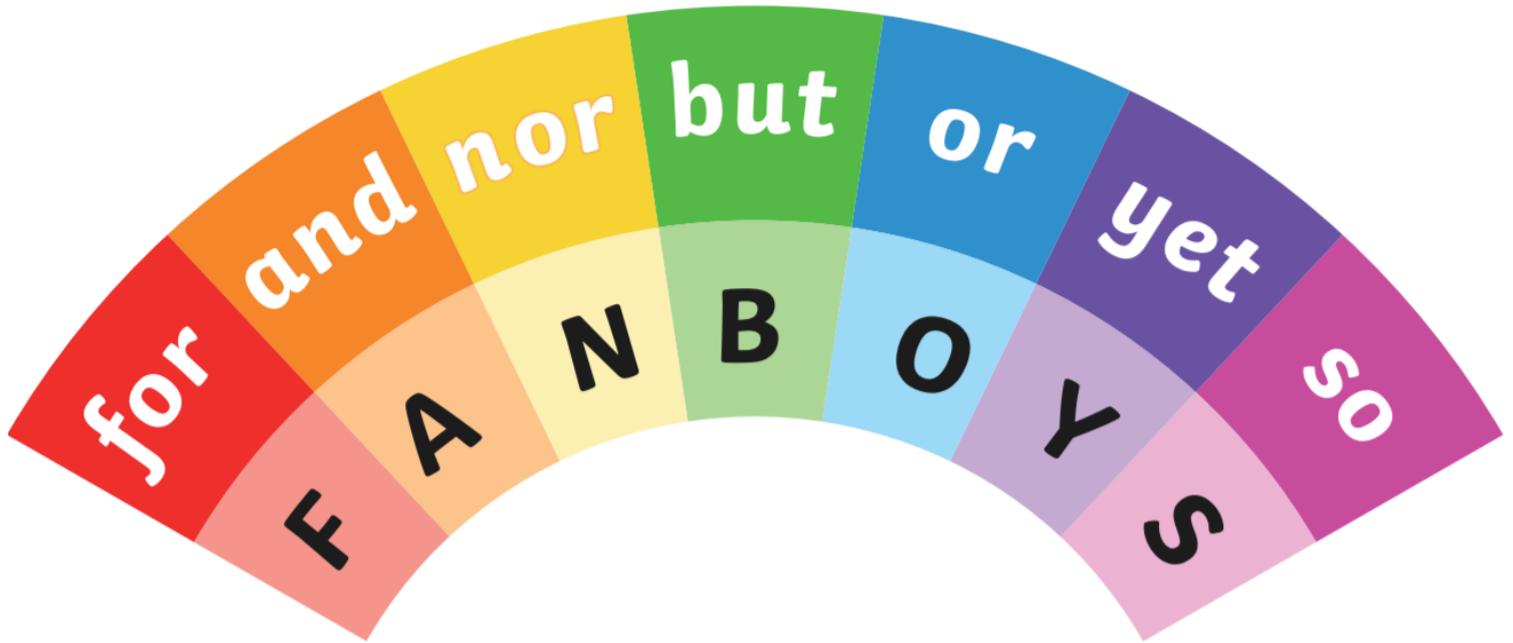
a unicorn - this has a 'y' sound

## How to...

5: Expressing time, place and cause using conjunctions

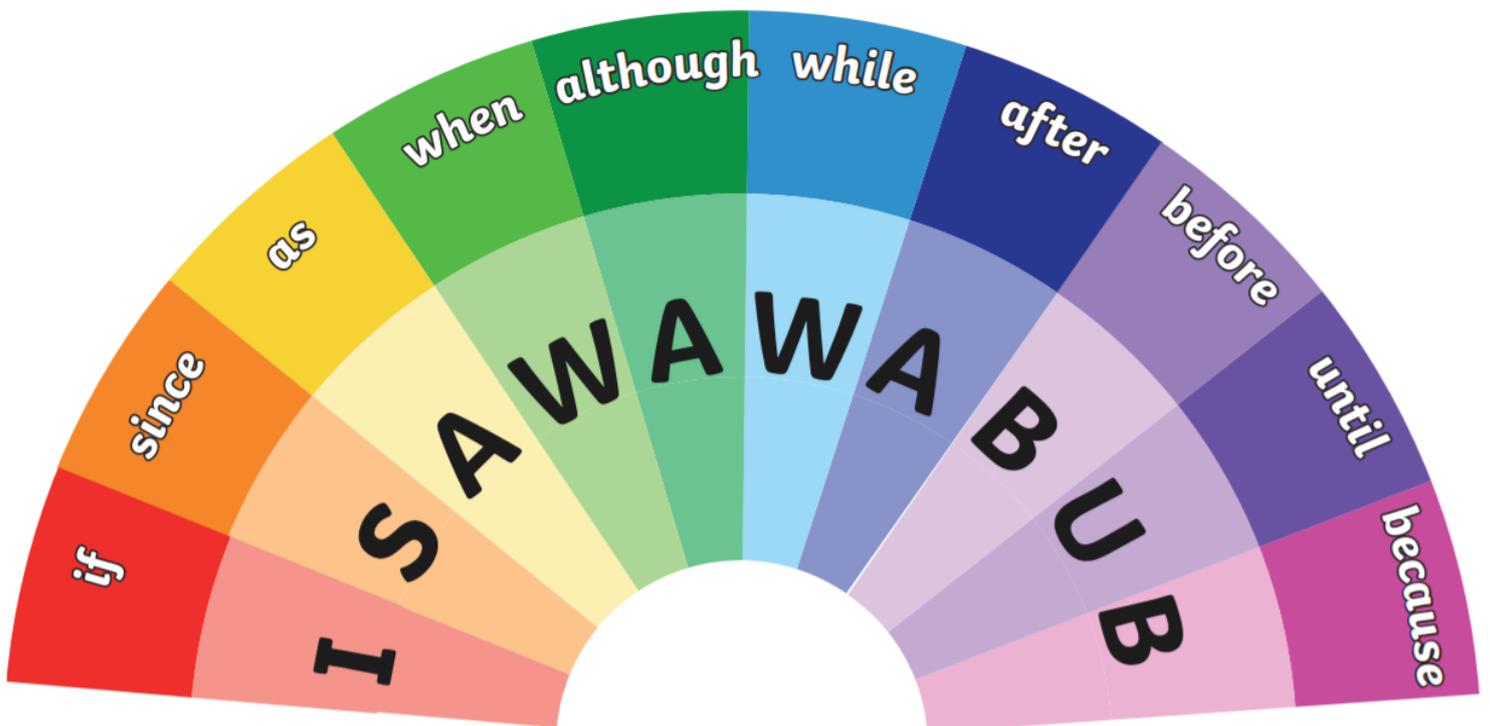
### Co-ordinating conjunctions

Give equal importance to the words or sentences they connect.



### Subordinating conjunctions

Used at the beginning of a subordinating clause which is a clause that would not make sense on its own.



# How to...

## 6: Expressing time, place and cause using adverbs

### Adverbs

A word that modifies or qualifies a verb.

How?	When?	How often?	Where?	How much?
angrily anxiously cautiously cheerfully courageously crossly cruelly defiantly doubtfully elegantly enthusiastically foolishly frantically gently gladly gracefully happily hungrily loudly	afterwards again beforehand early lately never now often punctually recently soon then today tomorrow yesterday	always annually constantly daily hourly monthly never occasionally often once regularly repeatedly sometimes usually yearly	above around away below down downstairs everywhere here inside outside there up upstairs wherever	almost completely entirely little much rather totally very

**How certain?**  
certainly  
definitely  
probably  
undoubtedly  
surely

**More Useful Adverbs:**  
additionally  
insufficiently  
hence  
consequently  
fittingly  
appropriately  
suitably  
however

## How to...

### 7: Expressing time, place and cause using prepositions

## Preposition

A word that indicates place or direction.

down  
above  
among  
before  
under  
concerning  
between  
inside  
towards  
along

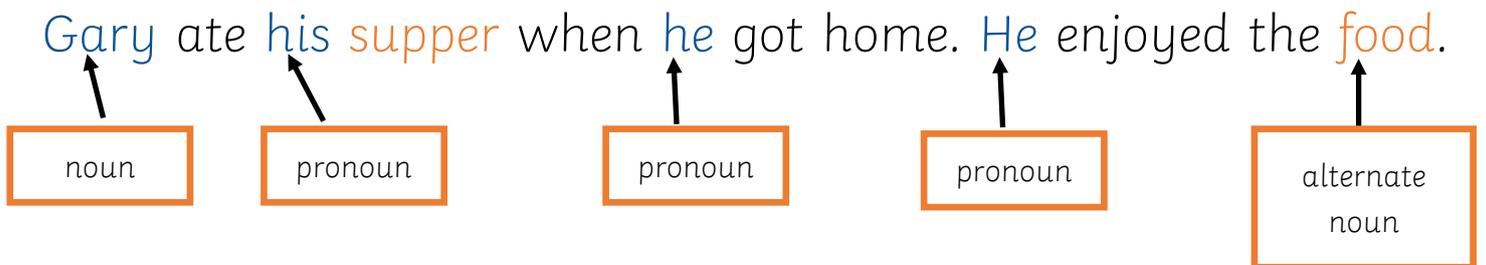
during  
beyond  
amid  
until  
over  
between  
to  
against  
beside

## How to...

18: Accurate choice of nouns and pronouns for clarity and to avoid repetition.

Gary ate Gary's supper when Gary got home. Gary enjoyed the supper.

After its first use, instead of repeating 'Gary', we could replace further uses with pronouns to avoid repetition, such as:



# Terminology

Word Type	Function	Example
noun	object	dog, pen, carrot
pronoun	replace a noun	that, them, him, yours
proper noun	person or place	Cornwall, James
adjective	describes a noun	beautiful, big, interesting
verb	action, state or occurrence	walk, dance, have, be
adverb	describes a verb	slowly, incredibly, never
preposition	links a noun to another word	down, into, under, near
conjunction	joins words, phrases or clauses	for, and, but, because, so
determiner	introduces a noun	that, my, these, the

	Noun	Verb	Adjective	Adverb
Year 2	<p><b>Nouns</b> name people, places, animals, things or ideas.</p> <p>They can be countable:</p> <p>The <b>book</b> is on the <b>table</b>.</p> <p>My <b>brother</b> had lots of <b>ideas</b> to share.</p> <p>Or non-countable:</p> <p>I bought some <b>chocolate</b>.</p> <p>She showed <b>courage</b>.</p>	<p><b>Verbs</b> name an action that someone does, or a feeling or state.</p> <p>Past tense verb:</p> <p>The boy <b>wrote</b> a poem.</p> <p>Present tense verb:</p> <p>He <b>likes</b> chocolate.</p>	<p>Can be used before a noun to modify it:</p> <p>It was a <b>yellow</b> ball.</p> <p>Or after the verb 'be' as its complement:</p> <p>The film was <b>brilliant</b>.</p>	<p>Can modify a verb, an adjective, another adverb or even a whole clause:</p> <p>Tom started running <b>quickly</b>.</p> <p>The painting was <b>really</b> colourful.</p> <p>We don't eat meat <b>very</b> often.</p> <p><b>Fortunately</b>, I wasn't late.</p>
Year 3	<p><b>Preposition</b></p> <p>Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:</p> <p>The dog ran <b>to</b> her.</p> <p>Put it <b>in</b> the box.</p> <p>I haven't seen him <b>since</b> yesterday.</p>	<p><b>Conjunction</b></p> <p>Links words or phrases.</p> <p>Co-ordinating conjunction - links equal words or phrases:</p> <p>Bring your bucket <b>and</b> spade.</p> <p>Subordinating conjunction - introduces a subordinate clause:</p> <p>He put on his coat <b>because</b> it was forecast to rain.</p>		