

The 'i' Sound Spelt 'y'



Your child can read the 'i' sound when it is spelt 'y' in the middle of certain words. For example, myth, gym, pyramid, mystery.

The 'u' Sound Spelt 'ou'



Your child can read words containing the 'u' sound spelt 'ou'. For example, young, touch, double, trouble.

The 'k' Sound Spelt 'ch'



Your child can read words containing the 'k' sound spelt 'ch'. For example, chemist, echo, character.

The 'sh' Sound Spelt 'ch'



Your child can read words containing the 'sh' sound spelt 'ch'. For example, chef, machine, brochure.

The 's' Sound Spelt 'sc'



Your child can read words containing the 's' sound spelt 'sc'. For example, science, scene, fascinate.

The 'ay' Sound Spelt 'ei', 'eigh' or 'ey'



Your child can read words containing the 'ay' sound spelt 'ei', 'eigh' or 'ey'. For example, weigh, neighbour, they, obey.

Suffixes and Prefixes



Your child can identify the meaning of some different suffixes and prefixes to find the meaning of new words. For example, 'inter' means between or among; so, international means between or among nations. 'Super' means above; so, superstar means above or more than a star.

Positive Attitude to Reading



Your child can recognise that reading can be a fun activity. They engage with reading and enjoy a variety of different books and text types. This can include listening to stories, poems and other texts, as well as reading them.

Dictionary



Your child can use a dictionary to check the meaning of words. They use their knowledge of the alphabet and spelling rules to find words in the dictionary and check the meaning.

Familiarity with Stories



Your child can identify some of the different features of fairy stories and myths and legends. They can retell some of these, recalling most of the key events and describing what happened.

Performance Poems



Your child can prepare a poem to perform. They use different tones and volumes of voice to create effects and use actions to add further meaning. They perform the poem clearly and confidently.

Explaining a Text



Your child can read a text and decide if it makes sense to them. They can explain what they have read and describe what has happened to someone else.

Inference of a Text



Your child can infer what a character is thinking or feeling based on evidence from the text they read. For example, they can identify if a character is feeling sad based on their actions.

Prediction



Your child can predict what will happen next in the story. They can read details in the story and use this combined with knowledge of other stories to decide what might happen next.

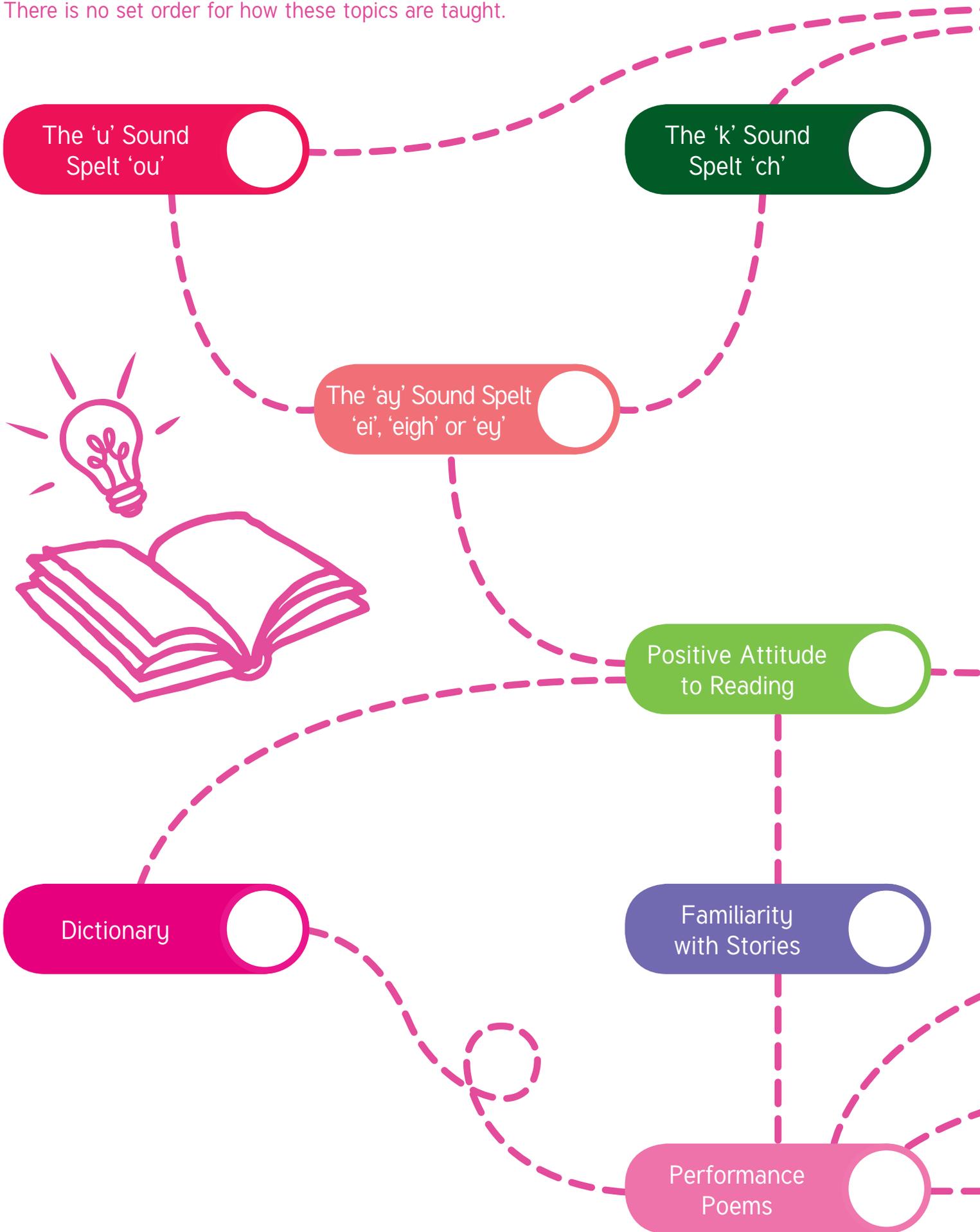
Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push your learning further.

★ Inference of a Text



- Your child can identify words that have an effect on the reader. They can describe what the word does and why the author might have used the word.
- Your child can identify that how a text is structured or laid out can have an effect on the reader. For example, they can describe why an author might have placed something in bullet points, or why a word may be written in bold, capital letters.



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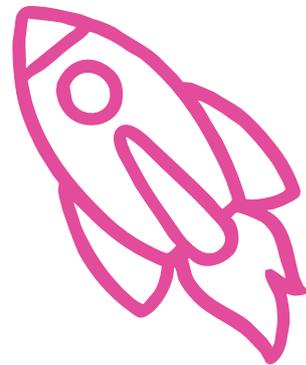
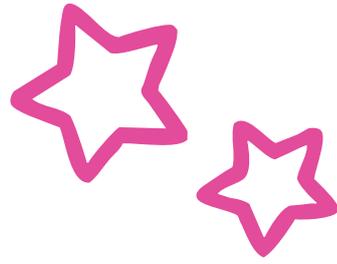
The 's' Sound
Spelt 'sc'

Suffixes and
Prefixes

Explaining a Text

Inference of a Text

Prediction



Prefixes without Changing Spelling



Your child can add prefixes to words without changing the spelling of the root word. For example, adding dis- to appoint becomes disappoint. Adding mis- to behave becomes misbehave.

Suffixes Beginning with Vowels



Your child can add suffixes beginning with vowels to words. If the last syllable of a word is stressed and ends with a consonant letter which has one vowel letter before it, the final letter is doubled. For example, forget + ing becomes forgetting and begin + ing becomes beginning.

Add 'ly' to Most Words



Your child can add 'ly' to an adjective. They understand that this turns the adjective into an adverb. For example, sad + ly becomes sadly and final + ly becomes finally.

Add 'ly' to a Word Ending with -y



Your child can add 'ly' to a word ending with -y. They understand that if the word ends with a y, the y changes to an i and ly is added. For example, happy + ly becomes happily and angry + ly becomes angrily.

Homophones and Near Homophones



Your child can spell a variety of homophones and near homophones. Homophones are words that sound the same but have different spellings and meanings. For example, brake and break, grate and great, medal and meddle.

Diagonal and Horizontal Strokes



Your child can write letters using diagonal and horizontal strokes that are needed to join letters together. They begin to join writing together, increasing the neatness and consistency of their handwriting.

Recognise Letters That Don't Need Joining



Your child can identify letters that when placed next to each other are best left unjoined.

Compose & Rehearse Sentences Orally



Your child can compose and rehearse sentences orally before writing them. They use an increasing range of vocabulary and different sentence structures.

Use 'a' and 'an' Accurately



Your child can identify whether to use a or an in a sentence. They recognise if the next word begins with a consonant, they use 'a'. If they next word begins with a vowel, they use 'an'. For example, a rock, an open box.

Use Other Texts to Help Planning



Your child can use other texts to plan out ideas and structures for their own writing. They read other texts similar and take ideas from them to inform their own planning.

Nouns and Pronouns



Your child can choose appropriate nouns or pronouns in their writing. They recognise that they don't have to repeat a character's name over and over again. For example, he, she, they, we.

Conjunctions



Your child can use conjunctions 'when', 'before', 'after', 'while', 'so' and 'because' to express time and cause within their writing.

Adverbs



Your child can use adverbs 'next', 'soon' and 'therefore' to express time and cause in their writing.

Prepositions



Your child can use prepositions 'before', 'after', 'during' and 'because of' to express time and cause in their own writing.

Present Perfect Verbs



Your child can use the present perfect form of verbs. For example, 'he has gone out to play' instead of 'he went out to play'.

Create Characters, Settings and Plots



Your child can create characters, settings and plots for a story. They can describe these and record them in different ways, including drawings, written descriptions, storyboards and mind maps.

Fronted Adverbials



Your child can use fronted adverbials to begin sentences. They identify that a comma needs to follow the fronted adverbial. For example: 'Carefully, the cat crept across the garden.'

Direct Speech



Your child can use inverted commas to punctuate direct speech. They know that you place the inverted commas around the actual words the character says. For example, "Where are we going?" asked David.

Proofreading



Your child can read their writing and check for any spelling errors and missing items of punctuation. They recognise where to insert missing items and make appropriate changes.

Use Headings and Subheadings



Your child can recognise that in non-fiction texts they can use different organisational structures, such as subheadings and headings.

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★ Present Perfect Verbs



Your child can use standard English forms of verbs rather than locally spoken versions. For example, they recognise that we would write 'we were' rather than 'we was'.

★ Fronted Adverbials



Your child can use adverbial phrases as fronted adverbials to begin a sentence. For example, rather than just using 'Later, I heard the bad news', they could use 'Later that day, I heard the bad news'.

★ Proofreading



Your child can assess their own writing. They can decide on words or sentences that could improve their writing and make appropriate changes.

Paragraphs



Your child can organise writing into simple paragraphs. They recognise that paragraphs contain related pieces of information or things that happen in a setting or time.

Year 3 English: Writing

Start wherever you feel most comfortable!

There is no set order for how these topics are taught.



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