

Age-related expectations: Year Three

Writing



Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
Spelling - I can spell commonly mis-spelt words, including many of those on the Y3/4 word list. - I can form nouns using some prefixes eg sub..., auto... - I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words). - I can create word families based on root words eg happy, happiness, happier... - I recognise and spell homophones. - I can use the first two or three letters of a word to check its spelling in a dictionary. Handwriting - I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies). Grammar and punctuation terminology <i>word family</i> <i>conjunction</i> <i>adverb</i> <i>preposition</i> <i>direct speech</i> <i>inverted commas (or 'speech marks')</i> <i>consonant</i> <i>vowel</i> <i>clause</i> <i>subordinate clause</i>	Grammar - I can use adjectives for impact. - I use a wider range of conjunctions eg when, before, after, while, so, because. - I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily. - I can use prepositions eg before, after, during, in, because of, under. - I am beginning to use descriptive noun phrases for impact. - I can use 'a' / 'an' correctly eg 'an open box'. Punctuation - I use inverted commas to punctuate direct speech (not necessarily other speech punctuation). - I can use apostrophes to mark regular plural possession (embed in spelling learning / tests). - I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Sentence structure ↑ Use adverbials of time and place to open sentences. For example – One misty morning..., On the far side of the forest... ↑ Use embedded relative clauses to add detail and mark with commas ↑ Vary the use of adjectives and adverbs to create particular effects ↑ Use words that haven't been used before when describing events, characters and feelings ↑ Use strong verbs to give information about a character	Purpose and organisation - I can write narrative with setting, characters, plot. - I can write non-narrative using simple organisational devices such as headings and sub-headings. - I am starting to use paragraphs around a theme. - I can compose and rehearse sentences using a range of structures. - I can compose and rehearse sentences using some rich vocabulary (3+ 'wow words'). - I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary. - I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. - I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play. Editing - I can proof-read to check for errors. - I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation. - I can read aloud what I've written with appropriate intonation, volume and tone. Purpose and organisation ↑ Give careful thought to the planning of writing ↑ Use paragraphs to show the difference between different information and events ↑ Attempt to make links between paragraphs ↑ Use detail and vocabulary to interest and engage the reader ↑ Choose the most appropriate style of writing to suit the purpose and audience. For example - poems, lists, letters, reports ↑ Write a narrative with a clearly defined ending Editing ↑ Make changes to writing when editing to create better effects/impact on the reader ↑ Check punctuation and use speech marks and apostrophes accurately