| **Year 3 WRITING** | | | | | | |
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| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** | |
| **Handwriting** | * I increase the legibility, consistency and quality of my handwriting. * I understand which letters, when adjacent to one another, are best left unjoined. * I use the diagonal and horizontal strokes that are needed to join letters. | | * I increase the legibility, consistency and quality of my handwriting. * I understand which letters, when adjacent to one another, are best left unjoined.   I use the diagonal and horizontal strokes that are needed to join letters. | | * I increase the legibility, consistency and quality of my handwriting. * I understand which letters, when adjacent to one another, are best left unjoined.   I use the diagonal and horizontal strokes that are needed to join letters. | |
| **Spelling** | * I use the first two or three letters of a word to check its spelling in a dictionary. | | * I spell words with additional prefixes and suffixes and understand how to add them to root words.*(from nouns using super, anti, auto)* * I spell correctly word families based on common words. *(solve, solution, solver)* * I identify the root word in longer words. | | * I recognise and spell additional homophones. *(he’ll/heel/heal)* * I make comparisons from a word already known to apply to an unfamiliar word. * I spell some identified commonly misspelt words from the Year 3 and 4-word list. | |
| **Composition** | * I write a non-narrative using simple organisational devices such as headings and sub-headings. * In narrative writing, I create settings and characters and plot. * I look at and discuss different models of writing, taking account of purpose and audience. * I plan my writing by discussing and recording ideas. *(timeline, flowchart, spider diagram, jottings)* * I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. | | * I make improvements by proposing changes to grammar and vocabulary to improve consistency.*(The accurate use of pronouns in sentences/ tenses)* * I look at and discuss different models of writing, taking account of purpose and audience. * I plan my writing by discussing and recording ideas. *(timeline, flowchart, spider diagram, jottings)* * I write a narrative with a clear structure, setting, characters and plot. * In narratives, I develop resolutions and endings. * I suggest improvement to my writing through assessing the writing with peers and through self-assessment. | | * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * I identify structure; grammatical features and use of vocabulary in texts. * I compose sentences using a wider range of structures linked to the grammar objectives.*(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.* * I begin to organise paragraphs around a theme. *(Supported by planning then moving to independence)* * I proofread for spelling and punctuation errors. * I can read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| **Grammar** | * I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing*. (when, if, because, although)* * I recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately. (an apple; a house; the yellow car * I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | | * I use the perfect form of verbs instead of the simple past. *(I have written it down so we can check what he said) (He has worked hard)* * I understand the purpose of, and use, adverbs. * I use conjunctions, adverbs and prepositions to express time and cause. *(the next thing, next, soon, so before, after, during, in, because of)* * I am beginning to use fronted adverbials (including the correct use of commas). | | * Word choices are adventurous and carefully selected to add detail and to engage the reader. * Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials. | |
| **Punctuation** | * I begin to use inverted commas for some direct speech punctuation. | | * I use apostrophes for possession with increasing accuracy including plural possession. | | * Commas are sometimes used to mark clause and phrases. | |
| **Working at a HIGHER STANDARD (Greater Depth)** | | | | | | |
| **YEAR 3 WRITING** | | | | | | |
| **Transcription** | | **Composition** | | **Grammar** | | **Drafting, Editing and Proof Reading** |
| * I often use commas to mark phrases and clauses. * I use spelling rules and patterns from Year 3/4 accurately, including exceptions to rules. * I use diagonal and horizontal strokes to join letters as appropriate. | | * The purpose and audience for my writing are established and sustained throughout the text. * In my non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader. | | * I use simple, compound and complex sentences accurately and confidently to add to the flow of my writing. * My sentence openings are varied and chosen effectively. * I use conjunctions, adverbs and prepositions to sequence and to express place and cause confidently. * I choose my vocabulary deliberately to create effects, including the accurate use of technical or specific words. * I use adverbials and other added detail to build a picture for the reader. | | * I plan my writing independently. * I proof read my writing to check for inaccuracies in spelling, grammar and punctuation. * I make improvements and changes following discussion and refection with growing confidence. |