

Year 3 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • I spell words with additional prefixes and suffixes and understand how to add them to root words. <i>(from nouns using super, anti, auto)</i> • I spell correctly word families based on common words. <i>(solve, solution, solver)</i> • I identify the root word in longer words. 	<ul style="list-style-type: none"> • I recognise and spell additional homophones. <i>(he'll/heel/heal)</i> • 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	<ul style="list-style-type: none"> • I write a non-narrative using simple organisational devices such as headings and sub-headings. • In narrative writing, I develop resolutions and endings. 	<ul style="list-style-type: none"> • I make improvements by proposing changes to grammar and vocabulary to improve consistency. <i>(The accurate use of pronouns in sentences/ tenses)</i> • I look at and discuss different models of writing, taking account of purpose and 	<ul style="list-style-type: none"> • 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. <i>(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i>

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		<p>audience.</p> <ul style="list-style-type: none"> I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>) I write a narrative with a clear structure, setting, characters and plot. I suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> I begin to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>) I recognise and use determiners 'a', 'an' and 'the' appropriately. (<i>an apple; a house; the yellow car</i>) 	<ul style="list-style-type: none"> I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>He has worked hard</i>) I understand the purpose of, and use, adverbs. I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so before, after, during, in, because of</i>) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I begin to use inverted commas for some direct speech punctuation. 	<ul style="list-style-type: none"> I use apostrophes for possession with increasing accuracy including plural possession. 	<ul style="list-style-type: none"> Commas are sometimes used to mark clause and phrases.

Working at a HIGHER STANDARD (Greater Depth)

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Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 reflection with growing confidence.