

# Age-related expectations: Year Three

## Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1. I can spell commonly mis-spelt words, including many of those on the Y3/4 word list.</li> <li>2. I can form nouns using some prefixes eg sub..., auto...</li> <li>3. 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).</li> <li>4. I can create word families based on root words eg happy, happiness, happier...</li> <li>5. I recognise and spell homophones.</li> <li>6. I can use the first two or three letters of a word to check its spelling in a dictionary.</li> </ol> <p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>7. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies).</li> </ol> <p><b>Grammar and punctuation terminology</b></p> <p><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></p>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>8. I can use adjectives for impact.</li> <li>9. I use a wider range of conjunctions eg when, before, after, while, so, because.</li> <li>10. I can use adverbs (and starting to use fronted adverbials) eg soon, then, next, stealthily.</li> <li>11. I can use prepositions eg before, after, during, in, because of, under.</li> <li>12. I am beginning to use descriptive noun phrases for impact.</li> <li>13. I can use 'a' / 'an' correctly eg 'an open box'.</li> </ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>14. I use inverted commas to punctuate direct speech (not necessarily other speech punctuation).</li> <li>15. I can use apostrophes to mark regular plural possession (embed in spelling learning / tests).</li> <li>16. I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ol> <p><b>Sentence structure</b></p> <ul style="list-style-type: none"> <li>☞ Use adverbials of time and place to open sentences. For example – One misty morning..., On the far side of the forest...</li> <li>☞ Use embedded relative clauses to add detail and mark with commas</li> <li>☞ Vary the use of adjectives and adverbs to create particular effects</li> <li>☞ Use words that haven't been used before when describing events, characters and feelings</li> <li>☞ Use strong verbs to give information about a character</li> </ul>	<p><b>Purpose and organisation</b></p> <ol style="list-style-type: none"> <li>17. I can write narrative with setting, characters, plot.</li> <li>18. I can write non-narrative using simple organisational devices such as headings and subheadings.</li> <li>19. I am starting to use paragraphs around a theme.</li> <li>20. I can compose and rehearse sentences using a range of structures.</li> <li>21. I can compose and rehearse sentences using some rich vocabulary (3+ 'wow words').</li> <li>22. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>23. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>24. 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.</li> </ol> <p><b>Editing</b></p> <ol style="list-style-type: none"> <li>25. I can proof-read to check for errors.</li> <li>26. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</li> <li>27. I can read aloud what I've written with appropriate intonation, volume and tone.</li> </ol> <p><b>Purpose and organisation</b></p> <ul style="list-style-type: none"> <li>☞ Give careful thought to the planning of writing</li> <li>☞ Use paragraphs to show the difference between different information and events</li> <li>☞ Attempt to make links between paragraphs</li> <li>☞ Use detail and vocabulary to interest and engage the reader</li> <li>☞ Choose the most appropriate style of writing to suit the purpose and audience. For example - poems, lists, letters, reports</li> <li>☞ Write a narrative with a clearly defined ending</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>☞ Make changes to writing when editing to create better effects/impact on the reader</li> <li>☞ Check punctuation and use speech marks and apostrophes accurately</li> </ul>