

Age-related expectations: Year Three

Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none"> 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. <p>Handwriting</p> <ol style="list-style-type: none"> I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies). <p>Grammar and punctuation terminology</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>Grammar</p> <ol style="list-style-type: none"> 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'. <p>Punctuation</p> <ol style="list-style-type: none"> 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. <p>Sentence structure</p> <ul style="list-style-type: none"> ↑ 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 	<p>Purpose and organisation</p> <ol style="list-style-type: none"> 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. <p>Editing</p> <ol style="list-style-type: none"> 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. <p>Purpose and organisation</p> <ul style="list-style-type: none"> ↑ 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 <p>Editing</p> <ul style="list-style-type: none"> ↑ Make changes to writing when editing to create better effects/impact on the reader ↑ Check punctuation and use speech marks and apostrophes accurately