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| **Age-related expectations: Year Three**Writing |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**1. I can spell commonly mis-spelt words, includingmany of those on the Y3/4 word list.2. I can form nouns using some prefixes eg sub…,auto…3. I can spell words with additional prefixes and suffixesand understand how to add them to root words (egcreate word families; identify the root of longerwords).4. I can create word families based on root words eg happy, happiness, happier...5. I recognise and spell homophones.6. I can use the first two or three letters of a word to check its spelling in a dictionary.**Handwriting**7. I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations andinconsistencies).***Grammar and punctuation terminology****word family**conjunction**adverb**preposition**direct speech**inverted commas (or ‘speech marks)**consonant**vowel**clause**subordinate clause* | **Grammar**8. I can use adjectives for impact.9. I use a wider range of conjunctions eg when,before, after, while, so, because.10. I can use adverbs (and starting to use frontedadverbials) eg soon, then, next, stealthily.11. I can use prepositions eg before, after, during, in, because of, under.12. I am beginning to use descriptive noun phrases for impact.13. I can use ‘a’ / ‘an’ correctly eg ‘an open box’.**Punctuation**14. I use inverted commas to punctuate direct speech (not necessarily other speech punctuation).15. I can use apostrophes to mark regular pluralpossession (embed in spelling learning / tests).16. 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**17. I can write narrative with setting, characters, plot.18. I can write non-narrative using simpleorganisational devices such as headings and subheadings.19. I am starting to use paragraphs around a theme.20. I can compose and rehearse sentences using a range of structures.21. I can compose and rehearse sentences using some rich vocabulary (3+ ‘wow words’).22. I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.23. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.24. I can use the present perfect form of verbs insteadof the simple past eg He has gone out to play / He went out to play.**Editing**25. I can proof-read to check for errors.26. I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.27. I can read aloud what I’ve written with appropriateintonation, volume and tone.**Purpose and organisation**Give careful thought to the planning of writingUse paragraphs to show the difference between differentinformation 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 andaudience. 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/impacton the readerCheck punctuation and use speech marks and apostrophesaccurately |