

Year Three Writing

		Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Transcription	Spelling	<p>1. I can add prefixes to words and I understand how these change the word (dis-, mis-, in-, super-, anti-).</p> <p>2. I can spell some common homophones e.g. here/hear.</p> <p>3. I can spell 135 of the year one words and 20 of the year three/four words.</p> <p>4. I am beginning to use the possessive apostrophe correctly.</p> <p>5. With support I can use a dictionary to check the spelling of a word.</p>	<p>24. I can add suffixes to words and I understand how these change the word (i.e adjective to adverb, sad – sadly, verb to noun, prepare to preparation).</p> <p>25. I can spell homophones e.g. grate, great.</p> <p>26. I can spell 30 of the year three/four words, including words which are often misspelt.</p> <p>27. I can use the possessive apostrophe for regular plurals correctly.</p> <p>28. I am beginning to use a dictionary to check the spelling of a word.</p>	<p>45. I understand how to add prefixes and suffixes (see Yr3 SPaG booklet).</p> <p>46. I can spell a range of homophones (e.g. their/there).</p> <p>47. I can spell 50 of the year three/four words including words which are often misspelt.</p> <p>48. I use the possessive apostrophe for regular plurals (girls’, boys’).</p> <p>49. I am beginning to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>50. I write from memory simple sentences dictated by the teacher.</p>	<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>
	Handwriting	<p>6. I join letters appropriately.</p> <p>7. I have increased the legibility, consistency and quality of my handwriting (appropriately sized ascenders and descenders).</p>			

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Structure and Purpose	<u>PLANNING</u> 8. With support I can identify the structure within a piece of writing. 9. In a group I can talk about what I want to write (more than one point in a planning grid). <u>WRITING</u> 10. I can use a writing frame for my non narrative writing. 11. My narrative writing has a clear beginning, middle and end. 12. I create settings for my reader to imagine. 13. I can compose a sentence orally, including one adjective. 14. I can compose sentences using similes. 15. In a group I can identify where I need to use a paragraph (using a planning sheet). <u>EVALUATING</u> 16. I can generate success criteria and mark my work against it. 17. I can suggest improvements for my vocabulary choices.	<u>PLANNING</u> 29. With support I can identify the vocabulary and grammar used within a piece of writing. 30. In a group I can record my ideas (more than one point in a planning grid). <u>WRITING</u> 31. In a group I can use the features of non narrative writing (header, subheading). 32. In a group I can use an opening, build up, problem, resolution and ending in my narrative writing. 33. I have identifiable characters within my writing. 34. I can orally compose a sentence using interesting vocabulary and begin to record these ideas. 35. I can compose sentences using different sentence structures for description (e.g similes, A, A N sentences). 36. In a group I can identify where I need a paragraph. <u>EVALUATING</u> 37. In a group I can use the success criteria to suggest an improvement. 38. I am aware of how pronouns are used in a sentence to avoid repetition.	<u>PLANNING</u> 51. With support I can identify the structure, vocabulary and grammar within a piece of writing. 52. In a group I can discuss and record my ideas (more than one point in a planning grid). <u>WRITING</u> 53. I can use the features of non narrative writing. 54. I am beginning to use an opening, build up, problem, resolution and ending in my narrative writing. 55. I am beginning to create setting, characters and plot within my writing. 56. I am beginning to use varied and ambitious vocabulary both orally and in my writing. 57. I can compose sentences using a range of sentence structures for description (e.g. V, V and V). 58. I am beginning to group similar ideas in a paragraph. <u>EVALUATING</u> 59. I am beginning to suggest improvements for my work against the success criteria. 60. I am beginning to use pronouns to improve my writing. 61. I proof read for spelling and punctuation errors 62. I read aloud my writing using appropriate intonation and control.	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>

	Step One		Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Vocabulary, grammar and punctuation	<p>18. I can use a conjunction to join ideas within a sentence.</p> <p>19. I can use an adverb in a sentence.</p> <p>20. I can use a time connective (suddenly, meanwhile).</p> <p>21. In a group I can identify adverbial phrases in writing e.g. 'before very long.....'</p> <p>22. I can identify inverted commas (speech marks “ ”) in text and explain their purpose.</p> <p>23. I use punctuation accurately in my sentences.</p>	<p>39. I can use a range of conjunctions (when, if, because, although) to join ideas in a sentence.</p> <p>40. I can use adverbs effectively in a sentence.</p> <p>41. I can use time connectives effectively in a sentence.</p> <p>42. I am beginning to identify adverbial phrases in writing.</p> <p>43. I can suggest what a character will say and begin to use inverted commas correctly.</p> <p>44. I use punctuation consistently in my sentences.</p>	<p>63. I can identify a clause in a sentence.</p> <p>64. I am experimenting with the position of adverbs and connectives in a sentence.</p> <p>65. I can suggest adverbial phrases to use in my writing.</p> <p>66. I can use inverted commas correctly.</p> <p>67. I use punctuation consistently in all curriculum areas.</p> <p>68. I am beginning to use the present perfect form of verbs in contrast to the past tense.</p> <p>69. I use grammar from yr3 SPaG booklet</p>	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>

Genres covered: