|  |  |  |
| --- | --- | --- |
| **Age-related expectations: Year Three**  Writing | | |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**  1. I can spell commonly mis-spelt words, including  many 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 suffixes  and understand how to add them to root words (eg  create word families; identify the root of longer  words).  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 and  inconsistencies).  ***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 fronted  adverbials) 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 plural  possession (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 simple  organisational 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 instead  of 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 appropriate  intonation, volume and tone.  **Purpose and organisation**  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  **Editing**  Make changes to writing when editing to create better effects/impact  on the reader  Check punctuation and use speech marks and apostrophes  accurately |