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| **Year 3 Writing - Working at the expected standard** | | |
| **Name:** | | |
| **Each child must be able to meet these standards across a wide range of genre i.e. story, persuasion, recount, report etc…** | | |
| Planning | 1. discuss writing similar to that which they are planning to write in order imitate its structure, vocabulary and grammar | |
| 1. with discussion create settings, characters and plot | |
| 1. start to organise paragraphs | |
|  | • marking most sentences with: | 1. capital letters and full stops |
| Punctuation | 1. question marks |
| 1. exclamation marks |
| and with some use of: | 7. start using commas after fronted adverbials  \* An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. (An easy way to remember what an adverb is: it adds to the verb.) Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word. ‘Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. A comma is normally used after an adverbial ….For example: As fast as he could, the rabbit hopped…… Late in the afternoon, the rain started to fall. |
| 1. possession and the possessive apostrophe for regular plural nouns |
|  | 1. using and punctuating direct speech in independent writing |
| Sentences | 1. use a range of sentence structures (simple, compound and complex) | when |
| if |
| because |
| although |
| Grammar | 1. build a varied and rich vocabulary with use of adjectives, and adverbs expressing time, place and cause | |
| 1. begin to use the present perfect form of verbs in contrast to the past tense (have eaten, have been eating) | |
| 1. begin using fronted adverbials\* | |
| 1. start to choose nouns or pronouns appropriately to avoid repetition | |
| 1. start to propose changes to grammar and vocabulary to improve consistency, including the accurate | |
| Spelling | 1. spelling many common exception words | |
| 1. begin to spell further homophones (words that sound the same) | |
| 1. spelling of high frequency words (all year 1 and 2 and most of year 3) | |
| 1. adding prefixes to spell some words correctly in their writing, e.g. un, dis, mis, re, super | |
| 1. adding suffixes to spell some words correctly in their writing, e.g. er, ing, ly, ation | |
| Handwriting | 1. using the diagonal and horizontal strokes needed to join letters | |
| 1. understand which letters, when adjacent to one another, are best left unjoined | |

* Homophone word list –

ball/bawl

berry/bury

brake/break

grate/great

plain/plane

heel/heal/he’ll

groan/grown

here/hear

knot/not

mail/male

missed/mist

medal/meddle

main/mane

meat/meet,

fair/fare