



Wombwell Park Street Primary School

Age Related Expectations in Writing

Year 3

| Date and Text Type: | |
|---------------------|--|
| | Spell words ending in le/el/al |
| Autumn | Spell words with prefixes and suffixes: un dis im -ful |
| | Spell words with the spelling pattern: -ous -ly |
| | Use the first letter of a word when using a dictionary to check spellings |
| | Use 'a' or 'an' correctly. |
| | Identify and classify nouns and verbs |
| | Confidently use the full range of punctuation taught in Year 2 . ? ! , |
| | Write expanded noun phrases with commas e.g. pretty, blue butterfly |
| | Express time, place and cause using conjunctions (when/before/after/while/so/because) and adverbs for chronology (then/next/soon/therefore) |
| | Use known story structures to help plan and write own stories |
| | Write using some features appropriate to the genre for example past tense in a recount, description in a narrative, adverbs in instructions. |
| | Discuss and record ideas |
| | Proof read and edit for improvements linked to taught spelling, punctuation and grammar. |
| | Use the diagonal and horizontal strokes that are needed to join letters |
| | Spell words with: c spelt ch and sh spelt ch |
| Spring | Spell words with spelling pattern: -ture -ation -ion |
| | Use homophones no/know write/right where/wear meat/meet great/grate bear/bare break/brake week/weak |
| | Choose verbs for effect |
| | Use an increasing range of sentence structures including simple, compound and complex |
| | Use adverbials to express time, place and cause |
| | Use prepositions to add details to a noun to express place (before, next, after above) |
| | Place inverted commas around direct speech. |
| | Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. |
| | Group sentences in to a paragraph about related information. |
| | Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant |
| | Spell further homophones and near homophones whether/weather ball/bawl not/knot plain/plane scene/seen hear/here be/bee male/mail |
| | Spell words with prefixes and suffixes: re anti super sub |
| Summer | Spell words with spelling pattern: -ian |
| | Spell most Year 3 common exception words |
| | Confidently use the full range of punctuation taught . ? ! , " " |
| | Correctly use the present perfect form of verbs instead of the simple past (he has gone out to play) |
| | Use the possessive apostrophe accurately in words with regular plurals e.g. girls' boys' |
| | Use headings, subheadings, bullet points/numbers |
| | Use progressively varied and rich vocabulary including synonyms and antonyms. |
| | Organise writing into 3 paragraphs (beginning/introduction, middle, end/summary/conclusion) |
| | Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
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Year 3

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| GDS | Spell mostly accurately all words, spelling patterns, prefixes/suffixes taught |
| | Accurately use all taught punctuation |
| | Select language appropriate to the purpose |
| | Draw on their experiences and what they have read, in their writing. |