

YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKILL 1-  <b>SUPER SPELLER</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls, boys] and in words with irregular plurals [for example, childrens]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words that are not completely decodable</li> <li>• Familiar words which are used regularly are always spelt correctly</li> <li>• Nearly all the HF words for Yr 1 and 2 are spelt correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of many monosyllabic words is correct</li> <li>• Common polysyllabic words are usually spelt accurately</li> <li>• phonetically plausible attempts at longer polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is usually accurate, including that of common polysyllabic words</li> <li>• Monosyllabic words with more complex letter strings are consistently spelt correctly (straight, thought)</li> <li>• Spelling of words with apostrophes is inconsistent</li> </ul>	
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 2-  <b>STRUCTURE &amp; ORGANISATION</b>	<ul style="list-style-type: none"> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• Organising paragraphs around a theme</li> <li>• Discussing and recording ideas</li> </ul>		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> <li>• Begin to use an appropriate ending</li> <li>• Appropriate presentational features used, both on paper and on screen, for different text types</li> <li>• Start to show an awareness of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• An opening or closing might be used, but may not be conventionally presented</li> <li>• The main features of the text type are used, e.g a story has a beginning, middle and end and a non-chron. report has an intro, some points under sub-headings, and an end statement</li> <li>• Initial part of the text is often more organised</li> </ul>	<ul style="list-style-type: none"> <li>• A growing awareness of appropriate layout conventions, e.g. a clearly distinguished main heading, introduction and concluding statement</li> <li>• Points are dealt with in a</li> </ul>	

		<p>than the latter part of the text</p> <ul style="list-style-type: none"> <li>• A basic introduction is attempted, followed by some main ideas</li> <li>• Sub-headings can guide paragraphs in non-fiction work</li> <li>• Writing is sequenced but not always consistent</li> <li>• Divisions in narrative may be marked by paragraphs</li> </ul>	<p>sensible order, although coverage may be brief</p> <ul style="list-style-type: none"> <li>• Sequences of sentences organise ideas logically</li> <li>• Connectives are used in narrative as a signpost for the reader, e.g. Meanwhile, Henry was making his way through the woods</li> <li>• Simple connectives (e.g. also, as well, because, but) may be used to link ideas logically</li> <li>• Similar information is grouped together in paragraphs in non-fiction writing</li> <li>• In narrative paragraphing is used for a new location in a story</li> </ul>
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<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 3-</b>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• In narratives, creating settings, characters and plot</li> <li>• Assessing the effectiveness of their own and others writing and suggesting improvements</li> </ul>		
<b>AUDIENCE &amp; PURPOSE</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Start to use comments and questions to show a point of view</li> <li>• Use story language Many years ago One hot summer's day</li> <li>• Add simple description to characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to add physical description of characters and setting</li> <li>• Begin to express an opinion</li> <li>• Beginnings of narrative are more lively and can capture the reader's interest</li> <li>• Writer has control of their writing and is aware of the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Some details add an element of humour, surprise or suspense</li> <li>• Some evidence of viewpoint established</li> <li>• Imagination is shown by the inclusion of some details</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing is lively and can hold a readers interest</li> <li>• Think about the different styles needed for different types of writing</li> <li>• Stories have strong openings, e.g. either describing the setting or the character</li> <li>• Can maintain the correct form throughout a piece of writing, including tense and person</li> <li>• Use headings and sub-headings</li> <li>• Set out a letter appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• They are beginning to know how to write to different audiences for different purposes</li> <li>• Basic elements of story structure are present eg: an opening, more than one character and two or more events in chronological sequence and a logical ending</li> </ul>	<p>e.g. direct speech, description of setting and the description of characters feelings</p> <ul style="list-style-type: none"> <li>• Events are related to one another though not necessarily well paced</li> <li>• Some evidence of writing for effect e.g. persuasive, informative, entertain</li> <li>• The writing shows a growing awareness of the reader – e.g. frequent use of vocabulary for effect</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
WRITING SKILL 4-  <b>WORDS, WORDS, WORDS</b>	<ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• 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.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Use interesting adjectives to describe people, objects and setting</li> <li>• Use interesting adverbs to describe actions</li> <li>• Use appropriate words to support the text type e.g. match the language to the story types</li> <li>• Some evidence of simple similes</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of verbs qualified by adverbs and adverbial phrases He ran quickly, the boy climbed out of the pond, onto the side and then moved away</li> <li>• Details are included where necessary</li> <li>• Vocabulary can still be a little limited and key words are often used too frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Details clarify information</li> <li>• Beginning to enhance the sequence of events with varied, interesting use of vocabulary</li> <li>• Nouns are modified by one or more precise adjectives e.g. a loud wailing sound</li> </ul>

	H Itwasas yellowasthesun		• Vocabulary is interesting and appropriate
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 5- GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2</li> <li>• Using commas after fronted adverbials</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns</li> <li>• Using and punctuating direct speech</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Experiment with ways to join sentences, e.g. when,because,while,soand use them to link ideas</li> <li>•Begin to use subordination, e.g.If,so,while, thoughand since</li> <li>• Sometimes starting sentences in different ways</li> <li>• In a non-chronological report, the present tense is maintained</li> <li>• Write a piece and use pronouns to link ideas, e.g. I, we,</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use a wider range of connectives to extend beyond a simple sentence structure – e.g. after,if, because,during</li> <li>•Sentences sometimes begin in a different way, e.g. using an adverb(e.g. Nervously,shewalkedintotheroom) or phrases (e.g. Withoutadoubt,thiswasthebestpartyever)</li> <li>• However, many sentences still start with ItTheyThen We</li> <li>• Beginning to show some variety in sentence structure, e.g. using a mixture of short sentences with longer</li> </ul>	<ul style="list-style-type: none"> <li>• Verb tenses are mainly accurate and consistent across a range of text types</li> <li>•Well-chosen words and phrases are used to connect ideas within sentences, e.g. we were not we was</li> <li>•Sentences often begin in a different way, e.g. using an adverb (Nervouslyshewalkedintotheroom) or phrases</li> </ul>

	<p>me, they, she, he</p> <ul style="list-style-type: none"> <li>• Use of adverbials</li> <li>• Use !and ?</li> <li>• Some use commas in a list</li> </ul>	<p>ones</p> <ul style="list-style-type: none"> <li>• Can maintain the past tense in a piece of narrative</li> <li>• Full stops and capital letters mostly accurate</li> <li>• Capital letters are sometimes used for proper nouns</li> <li>• Includes examples of direct speech with some examples of speech marks</li> <li>• Usually uses commas in a list</li> </ul>	<p>(Withoutadoubtthis wasthebestpartyever)</p> <ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks and question marks are nearly always used accurately</li> <li>• Capital letters are usually used for proper nouns</li> <li>• Speech marks are nearly always in the correct place for simple speech H Helpmeto movethis, hesaid.</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<p>WRITING SKILL 6- <b>HANDWRITING</b></p>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	In handwriting, letters are accurately formed and consistent in size.	Handwriting is joined and legible.	