



Leagrave Primary School

Year 3 EEE

Subject: Writing

Leagrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr3	Emerging	Expected	Exceeding
Spelling	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use the prefixes un-, dis-, mis-, re-, pre-, inter-, super-, anti-, auto-	Use the prefixes in-, im-, il-, ir-, sub-
	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Understand and add suffixes -ation, -ous
	Spell by learning to spell common exception words	Use the suffix -ly	Add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
	Spell by learning to spell more words with contracted forms	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane	Spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que e.g. rogue, tongue, antique, unique
	Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spell words that are often misspelt English appendix 1	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
	Spell by distinguishing between homophones and near-homophones	Spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym	Spell more complex words that are often misspelt from English appendix 1
	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Spell words containing the "u" sound spelt "ou" e.g. young, touch, double	Spell words with the "s" sounds spelt "sc" e.g. science, scene
		Spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they	Spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature
	Apply spelling rules and guidance, as listed in English Appendix 1	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with endings which sound like "zhun" e.g. division, decision
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Spell words with the "k" sound spelt "ch" e.g. scheme, school, echo
			Spell words with the "sh" sound spelt "ch" e.g. chef, machine
	Handwriting	Form lower-case letters of the correct size relative to one another	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
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant;	Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant;
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Use spacing between words that reflects the size of the letters			
Composition	Write narratives about personal experiences and those of others (real and fictional)	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
	Write about real events to develop positive attitudes and stamina for writing	Plan his/her writing by discussing and recording ideas within a given structure	Plan his/her writing by discussing and recording ideas
	Write poetry to develop positive attitudes and stamina for writing	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from English appendix 2	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures English appendix 2
	Write for different purposes to develop positive attitudes and stamina for writing	Draft and write by organising writing into paragraphs as a way of grouping related material	Draft and write by organising paragraphs around a theme

	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Draft and write in narratives, creating settings, characters and plot	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Draft and write non-narrative material, using headings and sub-headings to organise texts	Draft and write non-narrative material, using simple organisational devices
	Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence	Evaluate and edit by assessing the effectiveness of his/her own writing	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
	Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
	Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
	Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly	Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Read aloud what he/she has written with appropriate intonation to make the meaning clear		
Vocabulary, Punctuation and Grammar	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Form nouns using a range of prefixes e.g. super-, anti-, auto-	Understands the grammatical difference between plural and possessive -s
	Form adjectives using suffixes such as -ful, -less	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
	Use subordination (using when, if, that, because) and co-ordination (using or, and, but)	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Use fronted adverbials e.g. later that day, I heard the bad news.
	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Begin to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme
	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use headings and sub-headings to aid presentation	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Make the correct choice and make consistent use of present tense and past tense throughout writing	Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, 'sit down!'
	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Begin to use inverted commas to punctuate direct speech	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names
	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing	Understand the following terminology: preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or "speech marks").	Use commas after fronted adverbials
	Use commas to separate items in a list		Understand the following terminology: determiner. Pronoun, possessive pronoun. Adverbial
	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name		
	Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma		