

Year 3 Writing - From The National Curriculum

Spelling	B	B+	D	D+	S	S+	Handwriting	B	B+	D	D+	S	S+	Vocabulary, Punctuation and grammar	B	B+	D	D+	S	S+
1. Use the first 2 or 3 letters of a word to check its spelling in a dictionary							1. 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							1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although						
2. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							2. Increase the legibility, consistency and quality of their handwriting							2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition						
3. Use suffixes -s, -es, -er, -ed, -ing (yr 2)													3. Use fronted adverbials							
4. Add prefixes: pre-, dis-, un-, mis-, re- to words.													4. Begin to use commas after fronted adverbials							
5. Spell words with the ei phoneme (ei, eigh, ey)							1. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar							5. Indicate possession by using the possessive apostrophe with singular and plural nouns						
6. Spell words with the grapheme y for the phoneme i.							2. Discuss and record ideas							6. Use the determiners/articles a or an accurately to precede nouns.						
7. Spell words ending with the g sound spelt gue (e.g. vague), and the k sound spelt que (e.g. antique)							3. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)							7. Recognise word families based on common words, understanding how words are related in form and meaning (e.g. solve, solution, dissolve, insoluble)						
8. Recognise and spell homophones and near-homophones.							4. Organise paragraphs around a theme/ use paragraphs to group related material.							8. Begin to use inverted commas to punctuate direct speech						
9. Use the apostrophe for contractions (yr 2)							5. In narratives, create settings, characters and plot							10. Express time, place and cause using conjunctions (e.g. when, before, while, after, so, because).						
10. Spell common exception words from yr 2 accurately.							6. In non-narrative material, use simple organisational devices							11. Express time, place and cause using adverbs (e.g. then, next, soon, therefore).						
11. Add suffixes: -ness and -ful (yr 2)							7. Assess the effectiveness of their own and others' writing and suggest improvements							12. Express time, place and cause using prepositions (e.g. before, after, during, in, because of).						
12. Add prefixes: sub-, tele-, super-, auto-							8. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences							13. Use present perfect form of verbs instead of simple past (e.g. he has gone out to play instead of he went out to play).						
13. Use suffixes: -less and -ly							9. Proofread for spelling and punctuation errors													
14. Spell words from the year 3/4 list mostly accurately.							10. Read their 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.							43 Year 3 Objectives in total 11 Key Objectives	B	B+	D	D+	S	S+
15. Spell words with the sh sound spelt ch (e.g. machine, chef)							11. Use headings and sub-headings to aid presentation.							The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	18✓	35✓	53✓	70✓	88✓	108✓
16. Segment words into phonemes and represent these appropriately with graphemes.													For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.							inc ALL Key Obj with 6 ✓
17. Use appropriate strategies to support spelling.																				