



Year 3

National Curriculum Writing Objectives

Spelling

- ★ beginning to use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ★ beginning to spell further homophones
- ★ beginning to spell words that are often misspelt (English Appendix 1)
- ★ beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ★ beginning to use the first two or three letters of a word to check its spelling in a dictionary
- ★ beginning to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- ★ words using the GPCs, common exception words and punctuation taught so far

Handwriting

- ★ 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
- ★ 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]

Composition

- ★ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ★ discussing and recording ideas
- ★ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- ★ can attempt to write by organising paragraphs around a theme: in narratives, creating settings, characters and plot
- ★ can attempt to organise paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ★ assessing the effectiveness of their own and others' writing and suggesting improvements

- ★ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ★ proof-read for spelling and punctuation errors
- ★ 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
- ★ can use interesting and varied word choices
- ★ can develop and extend ideas logically in sequenced sentences, (nouns and verbs generally agree)
- ★ can use adjectives and adverbs for description
- ★ can develop characters and describe settings, feelings and emotions...
- ★ can attempt to give opinion, interest or humour through detail
- ★ is beginning to develop a sense of pace (lively and interesting)
- ★ can use , or attempt to use paragraphs

Vocabulary, Punctuation and Grammar

- ★ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ★ using the present perfect form of verbs in contrast to the past tense
- ★ using conjunctions, adverbs and prepositions to express time and cause
- ★ using fronted adverbials
- ★ learning the grammar for years 3 and 4 in English Appendix 2
- ★ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- ★ can usually use correct grammatical structures in sentences, (nouns and verbs agree generally)
- ★ can use sentence punctuation accurately; full stops, capitals and question marks
- ★ is experimenting with a wide range of punctuation, although use may not be accurate, (e.g commas; inverted commas; exclamation marks; apostrophes)