

English: Writing Teaching
Year 3

Planning compositions	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	To compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures
	To discuss and record ideas
	To write simple sentences dictated by the teacher, that include words and punctuation taught so far
	To write more extended pieces
Creating writing	To write a narrative about their own and others' experiences (real and fictional - after discussion with the teacher)
	To describing characters or settings
	To craft plots with a beginning, middle and end
	To write for a range of purposes and audiences
Evaluating and editing compositions	To re-read to check that writing makes sense
	To check writing against a range of criteria, making sure that it is fit for purpose
	To suggest reasonable improvements to their own and other's writing
	To read aloud what they have written with appropriate intonation and awareness of punctuation
	To proof read for spelling and punctuation errors
Word Level (also see spelling)	To understand the formation of nouns using a range of prefixes [for example super-, anti-, auto-]
	To explore word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
	To use se of the forms a or an according to whether the next word begins with a consonant or a vowel
	To use dictionaries
Vocabulary	To use the terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

End of Year 3 writing expectations

Handwriting	To have good writing posture and pencil grip, including strength of grip
	To increase the legibility, consistency and quality of their handwriting
	To ensure lines of writing are spaced sufficiently so that ascenders and descenders do not touch
	To use joined handwriting throughout their independent writing
	To use the diagonal and horizontal strokes that are needed to join letters
	To know that q, x, capital letters and letters after an apostrophe are best left un-joined
Composition and structure	To make a more consistent use of well-chosen words to add interest or build a vivid picture
	To know some features of written standard English
	To use simple organisational devices (e.g. heading and sub-headings)
Linking	To use co-ordination (or / and / but)
	To balance simple and compound sentences with a range of conjunctions: for, and, nor, but, or, yet, so (FANBOYS)
	To use some subordination (when / if / that / because)
	To begin to use connectives to express time (e.g. then, after, when, before, while)
	To extend the range of sentences using a wider range of conjunctions (including when, if, because, although)
	To begin to use paragraphs with some accuracy
	To ensure paragraph transitions are mostly accurate
	To begin to add extra information in sentences in the form of a relative clause ('drop' clause)
Speech	To punctuate direct speech with inverted commas
	To make clear who is talking in speech
	To sometimes use dialogue accurately to develop characters
Grammar	To use sentences with different forms in writing (statements, questions, exclamations and commands)
	To use some expanded noun phrases to describe and specify
	To use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases
	To use prepositions to show place (e.g. under, behind, before, after, between, next to)
	To use present and past tense mostly correctly and consistently
	To use verbs to indicate tense correctly and consistently
	To use appropriate pronouns
To vary sentence openings with the use of a range of adverbial connectives for time (first, next, soon, before, after)	
Punctuation	To demarcate most sentences with capital letters and full stops
	To make some use of question marks
	To make some use of exclamation marks
	To make few errors in the use of basic punctuation (including: capital letters and full stops, question marks and exclamation marks)
	To use commas in lists
	To begin to use commas accurately to join clauses
	To begin to use apostrophes to show singular possession
	To know the grammatical difference between plural and possessive -s

Red = 9 Green = 18 Purple = 9

Spelling guidance is available separately and must be adhered to for judgments to be made