



Wincle Church of England Primary School Writing Expectations

Key Learning Indicators of Performance in Writing: Year 3

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ 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 ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in <u>English Appendix 2</u> ▶ indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech ▶ use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately when discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ plan their writing by: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ▶ draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▶ evaluate and edit by: <ul style="list-style-type: none"> ○ 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. 	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>) ▶ spell further homophones ▶ spell words that are often misspelt (<u>English Appendix 1</u>) ▶ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▶ use the first two or three letters of a word to check its spelling in a dictionary ▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ 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].
<p>Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)</p>		<p>Spelling APPENDIX 1 (statutory requirement)</p>	
<p>Word Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>		<ul style="list-style-type: none"> ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ The /ɪ/ sound spelt y elsewhere than at the end of words ▶ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young</i>, <i>touch</i>, <i>double</i> ▶ The suffix <i>-ation</i> ▶ The suffix <i>-ly</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure</i>, <i>enclosure</i>, <i>pleasure</i>. ▶ Spell words with endings sounding like /ʒən/ e.g. <i>confusion</i>, <i>decision</i> ▶ The suffix <i>-ous</i> ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature</i>, <i>furniture</i>, ▶ Endings which sound like /ʃən/, spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i> ▶ Words with the /k/ sound spelt ch (Greek in origin) e.g. <i>scheme</i>, <i>chorus</i>, <i>chemist</i>, <i>echo</i>, <i>character</i> ▶ Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> ▶ Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) e.g. <i>league</i>, <i>tongue</i>, <i>antique</i>, <i>unique</i> ▶ Words with the /s/ sound spelt sc (Latin in origin) e.g. <i>science</i>, <i>scene</i>, <i>discipline</i>, <i>fascinate</i>, <i>crescent</i> ▶ Spell words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>, e.g. <i>vein</i>, <i>weigh</i>, <i>eight</i>, <i>neighbour</i>, <i>they</i>, <i>obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send</i> /<i>sent</i>, <i>hear</i> / <i>heard</i>, <i>think</i> / <i>thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose</i> / <i>geese</i>, <i>woman</i> / <i>women</i>, <i>potato</i> / <i>es</i> ▶ Spell homophones and near homophones. 	
<p>Sentence Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>			
<p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>			
<p>Punctuation Introduction to inverted commas to punctuate direct speech</p>			
<p>Terminology for pupils</p>	<p>preposition conjunction word family, prefix, clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>		