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| **Year 3 - Autumn** | **Year 3 -Spring** | **Year 3 - Summer** |
| **Expected Standard** |
| **Spelling** | **Spelling** | **Spelling** |
| * Spell correctly most\* Y3 spelling list words and patterns taught so far including homophones and near homophones

Spelling rules:* + Adding the prefixes dis and in
	+ Adding im – to root words beginning m and p
	+ Adding suffixes –ous
	+ Adding suffix ly (to adjectives to form adverbs)
	+ Homophones: no/known, write/rite, where/wear, meet/meat, great/grate, bear/bare, brake/break, week/weak
	+ Words ending in – ture
	+ Adding –ation to verbs to form nouns
	+ Words with the c sound spelt ch
	+ Words with the sh sound spelt ch
	+ The short i sound spelt y: gym, myth, pyramid, mysterious, Egypt
	+ SF - answer, business, island. February, length, strength
* Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking)
* Begin to search for and spell words using a dictionary using the first 3 letters
 | * Spell correctly most\* Y3 spelling list words and patterns taught so far including homophones and near homophones

Spelling rules:* + Adding the suffix – ion (to root words ending in t or te)
	+ Adding the suffix – ion (to root words ending in c or cs)
	+ Adding the prefix re-
	+ Homophones: not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee
	+ Adding the prefix-anti
	+ Adding the prefix -super
	+ Adding the prefix sub
* Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking)
* Search for and spell words using a dictionary using the first 3 letters
 | * Spell correctly most\* Y3 spelling list words and patterns taught so far including homophones and near homophones
* Efficiently search for and spell words using a dictionary using the first 3 letters
 |
| **Punctuation** | **Punctuation** | **Punctuation** |
| * Use the range of punctuation taught Y1 – Y2 mostly correctly
* Begin to punctuate direct speech using inverted commas correctly
* Use the apostrophe to mark singular possession mostly correctly
* Begin to use a comma after a fronted adverbial
 | * Use the range of punctuation taught Y1 – Y3 mostly correctly
* Often punctuate direct speech using inverted commas correctly
* Use the apostrophe to mark singular possession mostly correctly
* Often use a comma after a fronted adverbial
 | * Use the range of punctuation taught Y1 – Y3 mostly correctly
* Punctuate direct speech using inverted commas correctly
* Use the apostrophe to mark singular possession correctly
* Use a comma after a fronted adverbial
 |
| **Composition** | **Composition** | **Composition** |
| * Write coherently for a range of purposes and audiences taught so far
* Begin to organise writing into paragraphs in order to group related material
* Begin to, in narratives, create settings, characters and plot
* Begin to, in non-narrative, use subheadings and headings so that information is presented clearly to the reader
 | * Write coherently for a range of purposes and audiences taught so far
* Often organise writing into paragraphs in order to group related material
* In narratives, often create settings, characters and plot
* Often in non-narrative, use subheadings and headings so that information is presented clearly to the reader
 | * Write coherently for a range of purposes and audiences taught so far
* Organise writing into paragraphs in order to group related material
* In narratives, create settings, characters and plot
* In non-narrative, use subheadings and headings so that information is presented clearly to the reader
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| **Vocabulary** | **Vocabulary** | **Vocabulary** |
| * Use challenging vocabulary or propose changes to vocabulary to improve their writing
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| **Sentence Structure & Grammar** | **Sentence Structure & Grammar** | **Sentence Structure & Grammar** |
| * Begin to, within a piece of writing, use effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of)
* Use subject verb agreement in irregular verbs mostly correctly
 | * Mostly, within a piece of writing, use effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of)
* Use subject verb agreement in irregular verbs mostly correctly
 | * Within a piece of writing, use effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of)
* Use subject verb agreement in irregular verbs mostly correctly
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| **Editing** | **Editing** | **Editing** |
| * Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking
* Begin to proof read for spelling and punctuation slips (newly taught in Y3) independently before adult marking
 | * Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking
* Often proof reads for spelling and punctuation slips (newly taught in Y3) independently before adult marking
 | * Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking
* Proof reads for spelling and punctuation slips (newly taught in Y3) independently before adult marking
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| **Handwriting**  | **Handwriting**  | **Handwriting**  |
| * Use diagonal and horizontal strokes to join some letters forming them correctly
 | * Use diagonal and horizontal strokes to join many letters forming them correctly
 | * Use diagonal and horizontal strokes to join most letters forming them correctly
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| **Greater Depth** |
| * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
* Make additions and revisions to improve their writing independently before marking
* Begin to vary sentence structure to enhance a
 | * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
* Make additions and revisions to improve their writing independently before marking
* Vary sentence structure to enhance a piece of writing
 | * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
* Effectively vary sentence structure to enhance a piece of writing
* Make additions and revisions to improve their writing independently before marking
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\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent