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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 |
| **Vocabulary** | **Vocabulary** | **Vocabulary** |
| * Use challenging vocabulary or propose changes to vocabulary to improve their writing | * Use challenging vocabulary or propose changes to vocabulary to improve their writing | * Use challenging vocabulary or propose changes to vocabulary to improve their writing |
| **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 |
| **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 |
| **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 |
| **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 |

\*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