

Year 3 - Autumn	Year 3 -Spring	Year 3 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> • Spell correctly most* Y3 spelling list words and patterns taught so far including homophones and near homophones Spelling rules: <ul style="list-style-type: none"> ○ Statutory words: accidentally, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eighth ○ Adding suffixes beginning with vowel letters to words of more than one syllable ○ The short i sound spelt y: gym, myth, pyramid, mysterious, Egypt ○ The /u/ sound spelt ou ○ Prefixes dis- ○ Prefix mis- ○ Prefixes re- ○ Prefix sub- ○ Prefix tele- ○ Prefixes pre- ○ Prefix super- ○ Prefix auto- ○ no/known, write/rite, where/wear, meet/meat, great/grate, bear/bare, brake/break, week/weak • 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 	<ul style="list-style-type: none"> • Spell correctly most* Y3 spelling list words and patterns taught so far including homophones and near homophones Spelling rules: <ul style="list-style-type: none"> ○ Adding –ation to verbs to form nouns ○ Adding suffix ly (to adjectives to form adverbs) ○ Words ending with ure (sure and ture) ○ Adding suffixes –ous ○ Statutory words: enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention ○ Words ending in –sion and –ssion ○ Words ending in –tion ○ Words ending in –cian ○ Words with the c sound spelt ch ○ Words with the sh sound spelt ch ○ Words ending in gue and que ○ Words with /s/ sound spelt sc ○ Words with /el/ sound spelt eigh and ey e.g. obey, weight ○ Homophones: not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee, no/known • 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 	<ul style="list-style-type: none"> • 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 Spelling rules: <ul style="list-style-type: none"> ○ Begin to spell possessive apostrophe with plural words ○ Homophones and near homophones: write/rite, where/wear, meet/meat, great/grate, bear/bare, brake/break, week/weak
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Use challenging vocabulary or propose changes to vocabulary to improve their writing 	<ul style="list-style-type: none"> • Use challenging vocabulary or propose changes to vocabulary to improve their writing 	<ul style="list-style-type: none"> • Use challenging vocabulary or propose changes to vocabulary to improve their writing
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join some letters forming them correctly 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join many letters forming them correctly 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join most letters forming them correctly
Greater Depth		
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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