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| YEAR 3 ENGLISH: WRITING: SPELLING | |
| Spell common exception words (Year 1/Year 2) | |
| Use the first two letters of a word to check its spelling in a dictionary | |
| Use further prefixes and understand how to add them (English Appendix 1) | |
| Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) | |
| ENGLISH: WRITING: PUNCTUATION | |
| Use the punctuation taught at key stage 1 correctly (capital letters, full stops, question marks, | |
| Introduction to inverted commas to punctuate direct speech/ speech marks | |
| ENGLISH: WRITING: HANDWRITING AND PRESENTATION | |
| 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 | |
| ENGLISH: WRITING: ORGANISATION AND RANGE | |
| Introduction to paragraphs as a way to group related material | |
| In non-narrative use headings and sub-headings to aid presentation | |
| ENGLISH: WRITING: PLANNING AND DRAFTING | |
| Plan their writing by discussing similar writing to understand and learn from its vocabulary and grammar | |
| Draft and write by composing and rehearsing sentences orally progressively building a | |
| Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary choices | |
| ENGLISH: WRITING: EDITING AND READING ALOUD | |
| Evaluate and edit by assessing the effectiveness of others' writing and suggesting improvements | |
| Proof-read and make simple additions and revisions, including correcting spelling errors | |
| Read aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear | |
| ENGLISH: WRITING: GRAMMAR | |
| Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play, contrasted with He went out to play.) | |
| Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) | |
| Use conjunctions: when, if. | |
| Use conjunctions: because, although, | |
| Use conjunctions: while, so | |
| Use conjunctions: before, after | |
| Recognising the following terms: prepositions | |
| Recognising the following terms: word family | |
| Recognising the following terms: prefix | |
| Recognising the following terms: clause, subordinate clause | |
| Using adverbials | |

BOLD Statements needed for Greater Depth

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| EME – EMERGING | WTS – WORKING TOWARDS | EXP - EXPECTED STANDARD | GD – GREATER DEPTH |
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