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| Year 3 Writing Standards |
| A child will have met the Year 3 ‘standard’ by successfully achieving each of these statements. **Highlighted steps in bold are key performance Indicators for year group** |
|  | Step | Secure within step |
| Composition | I can plan my writing by talking about the important parts in a story, poem or non-fiction text and can re-edit it |  |
| **I can draft and write by composing by saying sentences out loud, making improvements by saying words out loud and using the best words that I know** |  |
| **I can use paragraphs as a way of grouping parts of my writing** |  |
| I can draft and write narratives creating characters, settings and plot |  |
| **I can draft and write non-narrative material using headings and sub-headings to organise my work** |  |
| I can evaluate and edit by my writing by making changes to make it more interesting |  |
| **I can proof-read checking for errors including checking full-stops, apostrophes, commas, question marks, exclamation marks and inverted commas for direct speech** |  |
| Handwriting | **I can use the diagonal and horizontal strokes that are needed to join letters.** |  |
| I can write so that my letters are easy to read, all the same way up and the same size. My writing is spaced so that my letters do not touch |  |
| Vocabulary, grammar and punctuation | **I can create new words using a range of prefixes e.g. super-, anti-, auto-** |  |
| **I can use 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.** |  |
| I can identify word families based on root words e.g. solve, solution, dissolve, insoluble. |  |
| **I can talk about time, place and cause using e.g. when, before, after, while, so, because. Adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during and in.** |  |
| **I can begin to use inverted commas to punctuate direct speech.** |  |
| **I understand the following words: noun, noun phrase, command, question, exclamation, suffix, prefix, adjective, apostrophe, tense and comma.** |  |
| Spelling | I can use the prefixes un-, dis-, mis-, re-, pre-. |  |
| I can spell words with endings sounding like ‘zh’ and ‘ch’ e.g. treasure, measure, picture and nature. |  |
| I can spell homophones like fair/fare, break/brake, grate/great, heel/heal, mail/male, meat/meet, piece, peace, plain/plane. |  |
| **I can spell words that are often misspelt – English Appendix 1** |  |
| I can spell words with the ‘I’ sound spelt ‘y’ e.g. myth and gym. |  |
| I can add suffixes to spell longer words, including – meant, -ness, -full, -ly. |  |
| I can spell words with the ‘u’ sound spelt ‘ou’ e.g. young and touch. |  |
| I can spell words with the ‘k’ sound spelt ‘ch’ e,g, scheme, school, echo. |  |
| I can spell words with the ‘sh’ sound spelt ‘ch’ e.g. chef or machine. |  |
| I can spell words with the ‘ay’ sound spelt ‘eigh’ or ‘ey’e.g. eight or they. |  |
| **I can use the first two or three letters of a word to check its spelling in a dictionary** |  |