

SPOKEN WORD	YEAR 3: WRITING		
Participation & presentation	Spelling & handwriting	Composition	Vocabulary, grammar and presentation
I join in discussions and extending ideas by asking relevant questions	I spell words as accurately as possible using phonic knowledge and other knowledge of spelling and I am familiar with words that are often misspelt	I can group similar information together in paragraphs in non-fiction writing, using headings if necessary	I can proof-read for errors in spelling and punctuation
I listen and respond appropriately to adults and peers	I can use the possessive plural apostrophe correctly including regular and irregular plurals	I can organise paragraphs around a theme or a new location in a story	I can use inverted commas to punctuate direct speech
I can talk about my answers, arguments and opinions	I can use and spell common homophones	My stories have well defined settings, characters and plots	I can use the present perfect form of verbs instead of the simple past
I speak aloud with expression using an appropriate tone	I know at least half of the spellings in the Y3 &4 list	I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts	I can use the correct form of 'a' or 'an'
I can retell a story expressively and with awareness of audience reaction	I can write from memory simple sentences dictated by the teacher that include punctuation and spelling taught so far	I can read aloud my own writing to a group using appropriate intonation for clarity	I can modify nouns by one or more precise adjectives 'a loud wailing sound'
	I can apply the common antonyms and root prefixes dis-, mis-, in- and im-	I can discuss and record my ideas when planning	I can use a wider range of conjunctions e.g. when, if, because, although, however
	I spell words ending in tion, -sion, -cian, -ssion	I can suggest some changes to improve the consistency of my writing and assess the effectiveness of my own and others work, suggesting improvements	I can write in complex sentences to clarify relationships in time and cause e.g. meanwhile, during, while, until and following
	I can use the diagonal and horizontal strokes that are needed to join letters	I can include details to add an element of humour, surprise or suspense	I can use detail to clarify information
	I understand which letters, when adjacent to one another, are best left un-joined	I can show evidence of viewpoint in my writing	My vocabulary is interesting and appropriate
	My handwriting shows increasing legibility, consistency and quality		I can compose and rehearse sentences orally to build vocabulary and sentence structure

