

Year 3		ARE	Greater Depth
<p>Attitudes to writing: Proof reading focuses on accuracy with spelling and punctuation. To understand that work can be edited more than once to continue to make progress. To show independence in choice of resources and strategies. To take ownership of their work.</p> <p>Terminology for pupils: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks.</p>			
Spoken Language			
<p>Speaking Speak audibly and fluently with an increasing command of Standard English</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of the voice</p> <p>Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Develop and use specific vocabulary in different contexts</p>	<p>Listening</p> <p>Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>Ask questions to extend understanding</p>		
Audience and purpose	<ul style="list-style-type: none"> -To build a clear picture of setting and character for the reader -To ensure sufficient detail to describe the plot clearly for the reader 	Creates setting, characters and plot within narratives using appropriate planning formats	Evaluation and effectiveness of own and others' writing is used, suggesting improvements
Text structure and organisation	-To identify and name headings and sub-headings.	Non-fiction writing is logically organised and uses	proposing changes to grammar and vocabulary to

	<p>-To create suitable headings and sub-headings to match a piece of writing.</p> <p>-Use simple organizational devices for non-fiction</p> <p>-Identify paragraphs, in fiction and non-fiction, as a group of sentences around the same theme</p>	<p>headings and sub headings to support the structure</p> <p>Paragraphs are used as a way to group related material together in both fiction and non-fiction</p>	<p>improve consistency, including the accurate use of pronouns in sentences. Writing is proof-read for spelling and punctuation errors accurately</p> <p>Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Justify reasons and opinions about texts</p> <p>Using and applying all skills and key features for each genre when planning</p> <p>Structure and organisation of writing is organised in paragraphs around a theme. Fluent writing across a range of genres both fiction and non-fiction</p>
Composition, planning and drafting	<p>Plan writing by discussing similar examples in order to understand and learn from its structure, vocabulary and grammar</p> <p>Compose and rehearse sentences orally (including dialogue) prior to recording</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>introduce paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Uses proof reading to focus on accuracy with spelling and punctuation.</p>	<p>Use and apply adventurous vocabulary linked to their reading</p>
Vocabulary, grammar and punctuation	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions and adverbs to express time and cause</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>-To use pronouns to replace a noun</p>	

	<p>Begin to use correctly punctuation for direct speech (inverted commas)</p> <p>Express time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>)</p> <p>Express time, place and cause using adverbs (e.g. <i>then, next, soon, therefore</i>)</p> <p>Express time, place and cause using prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Use the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Learn the grammatical terms: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Use present perfect form of verbs ('have/had')</p> <p>Understand and accurately use the possessive apostrophe in writing.</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>Use prepositions to express time and cause</p> <p>Learn, use and understand the grammatical terminology for years 3 and</p>
--	---	--	--

			<p>4 when discussing their writing and reading.</p> <p>Indicate grammatical and other features by using commas after fronted adverbials</p> <p>Is able to write from memory sentences, dictated by the teacher, that include punctuation included in the key stage 2 national curriculum</p>
--	--	--	--

<p>Spelling</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <u><i>an</i></u> <i>open box</i>)</p> <p>Understand the grammatical difference between plural and possessive <i>-s</i></p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p> <p>Use a dictionary to confirm spellings</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spelling of common polysyllabic words, including compound words is usually accurate.</p> <p>To know the rules for adding suffixes.</p> <p>Know the spelling rules and patterns as outlined in the National</p>	<p>Morphological and etymological knowledge, and full range of spelling rules and patterns for Years 3&4 are accurately applied, including:</p> <p>accurate spelling of most prefixes and suffixes for Y3&4</p> <p>Place the possessive apostrophe accurately</p>
------------------------	--	---	---

	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	Curriculum (Year 3 appendix).	<p>in words with regular plurals and in words with irregular plurals</p> <p>Accurate spelling of most homophones and other words which are often confused</p> <p>Accurate spelling of most words that need to be specifically learnt, as listed in Years 3&4 word list</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>
Handwriting	<p>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</p>	Handwriting is joined and legible and shows a consistency in letter formation	<p>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</p>

			Increase the legibility, consistency and quality of their handwriting
--	--	--	---

