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**Year 3 Writing Expectations-** including all KS1 expectations

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| **Letter Formation** |
| **Children know how to:** * Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant;
* lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
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| **Planning, drafting and Editing** |
| **In addition to KS1 knowledge, children know how to:** * use ideas from their own reading and modelled examples to plan their writing.
* begin to proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements –purple editing pens used regularly to edit and improve
* organise their writing into more detailed paragraphs around a theme (e.g. beyond 3 paragraphs – beginning middle and end).
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|  **Audience, Purpose and Structure**  |
| **In addition to KS1 knowledge, children know how to:** * demonstrate an
* increasing understanding of purpose and audience
* by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
* use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
* make deliberate, ambitious word choices to add detail.
* create settings, characters and plot in narratives.
* begin to use dialogue to convey a character.
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| **Sentence Structure (Including punctuation and grammar)**  |
| * maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
* use ‘a’ or ‘an’ correctly throughout a piece of writing.
* use simple conjunctions confidently and accurately.
* use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
* use a range of conjunctions, adverbs and prepositions to show time, place and cause.
* use the full range of punctuation from previous year groups.
* Punctuate direct speech (using inverted commas)
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|  **Grammar Terminology**  |
| **Recognise and use the terms:*** Preposition
* Prefix
* Clause
* Subordinate clause
* Direct speech
* Inverted commas (speech marks)
* Ellipsis
* Bullet point
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| **Phonic & Whole word spelling**  |
| * To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).
* To spell words with the /ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).
* To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).
* To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).
* To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).
* To spell words ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).
* To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure).
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| **Common Exception words** |
| * To spell many of the Y3 and Y4 statutory spelling words correctly.
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| **Prefixes and Suffixes** |
| * To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).
* To spell most words with the suffix -ly with no change to the root word; root words that end in ‘le’,‘al’ or ‘ic’ and the exceptions to the rules.
* To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).
* To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).
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| **Further Spelling Conventions** |
| * To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.
* To use the first two or three letters of a word to check its spelling in a dictionary
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| **Contexts (purpose) for Writing** |
| **Writing to inform**: Art Enquiry - Information text about the artist and his work, to demonstrate an increasing understanding of purpose and audience.  **Writing to describe:** History Enquiry- comparing the lives of people from the Stone Age to our life now **Writing to express and elicit feelings:** Narrative Enquiry- a day in the life of Rosa Parks (diary entry) **Writing to explain:** Science Enquiry- information sheet about rocks and fossils and the different kinds of rocks **Writing to remember, revise and organise thinking- Thinking tools with the aid of teacher:** geographyEnquiry- link to prior learning about Dartmoor and our local area to contrast temperate rainforest regions of  The South West**Writing to inform: Science Enquiry-** diagram of the water cycle, employing the use of simple layout devices in non-fiction. **Writing to entertain: Poetry Enquiry-** write a poem in the style of Michael Rosen**Writing to persuade:** History Enquiry- How was Boudicca a great leader? |