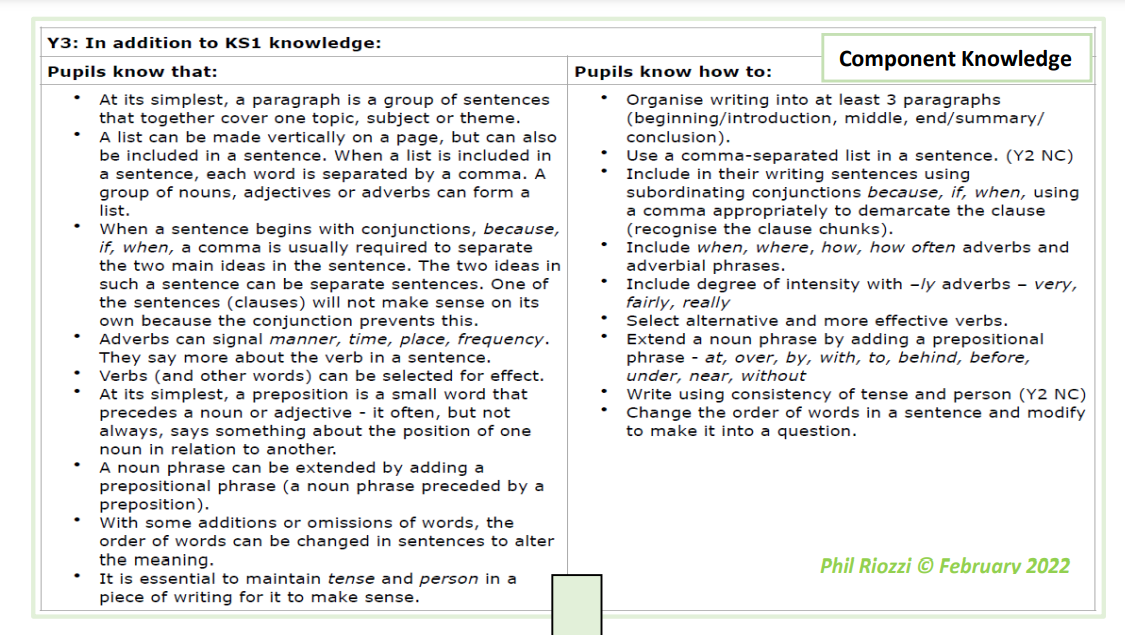
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**Year 3 Writing Expectations-** including all KS1 expectations

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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. |
| **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. |
| **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) |
| **Grammar Terminology** |
| **Recognise and use the terms:**   * Preposition * Prefix * Clause * Subordinate clause * Direct speech * Inverted commas (speech marks) * Ellipsis * Bullet point |
| **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). |
| **Common Exception words** |
| * To spell many of the Y3 and Y4 statutory spelling words correctly. |
| **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). |
| **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 |
| **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:** geography  Enquiry- 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? |