

Year 3 - Autumn	Year 3 - Spring	Year 3 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> <li>Spell correctly most* Y3 spelling list words and patterns                             <ul style="list-style-type: none"> <li>Adding the prefixes dis and in</li> <li>Adding im – to root words beginning m and p</li> <li>Adding suffixes –ous</li> <li>Adding suffix ly (to adjectives to form adverbs)</li> <li>Homophones: no/known, write/rite, where/wear, meet/meat, great/grate, bear/bare, brake/break, week/weak</li> <li>Words ending in – ture</li> <li>Adding –ation to verbs to form nouns</li> <li>Words with the c sound spelt ch</li> <li>Words with the sh sound spelt ch</li> <li>The short i sound spelt y: gym, myth, pyramid, mysterious, Egypt</li> <li>answer, business, island. February, length, strength</li> </ul> </li> <li>Begin to search for and spell words using a dictionary using the first 3 letters</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most* Y3 spelling list words and patterns                             <ul style="list-style-type: none"> <li>Adding the suffix – ion (to root words ending in t or te)</li> <li>Adding the suffix – ion (to root words ending in c or cs)</li> <li>Adding the prefix re-</li> <li>Homophones: not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee</li> <li>Adding the prefix-anti</li> <li>Adding the prefix -super</li> <li>Adding the prefix sub</li> </ul> </li> <li>Search for and spell words using a dictionary using the first 3 letters</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most* Y3 spelling list words and patterns</li> <li>Efficiently search for and spell words using a dictionary using the first 3 letters</li> </ul>
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y2 mostly correctly</li> </ul> <p>During scaffolded activities children show awareness of how to</p> <ul style="list-style-type: none"> <li>Punctuate direct speech using inverted commas correctly</li> <li>Use the apostrophe to mark singular possession mostly correctly</li> <li>Use a comma after a fronted adverbial</li> </ul> <p>During independent writing when the following is a focus, children will:</p> <ul style="list-style-type: none"> <li>Begin to punctuate direct speech using inverted commas correctly</li> <li>Use the apostrophe to mark singular possession mostly correctly</li> <li>Begin to use a comma after a fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y2 mostly correctly</li> <li>Use the range of punctuation taught Y3 correctly <b>some of the time</b></li> </ul> <p>During independent writing when the following is a focus, children will:</p> <ul style="list-style-type: none"> <li>Often punctuate direct speech using inverted commas correctly</li> <li>Use the apostrophe to mark singular possession mostly correctly</li> <li>Often use a comma after a fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y3 mostly correctly</li> <li>Punctuate direct speech using inverted commas correctly</li> <li>Use the apostrophe to mark singular possession correctly</li> <li>Use a comma after a fronted adverbial</li> </ul>
Composition	Composition	Composition
<ul style="list-style-type: none"> <li>Write coherently for a range of purposes and audiences</li> </ul> <p>Using non-narrative:</p> <ul style="list-style-type: none"> <li>Begin to group related material</li> <li>Begin to group related material into different paragraphs</li> </ul> <ul style="list-style-type: none"> <li>Begin to organise writing into paragraphs in order to group related material when given a detailed structure.</li> <li>Begin to organise writing into paragraphs in order to group related material</li> </ul> <ul style="list-style-type: none"> <li>Begin to, in narratives, create settings</li> <li>Begin to, in narratives, create characters</li> <li>Begin to, in narratives, create plot</li> </ul> <ul style="list-style-type: none"> <li>Begin to, in non-narrative, use subheadings and headings so that information is presented clearly to the reader</li> </ul>	<ul style="list-style-type: none"> <li>Write coherently for a range of purposes and audiences</li> <li>Often organise writing into paragraphs in order to group related material</li> </ul> <ul style="list-style-type: none"> <li>In narratives, often create settings</li> <li>In narratives, often create characters</li> <li>In narratives, often create plot</li> <li>In narratives, often create settings, characters and plot</li> </ul> <ul style="list-style-type: none"> <li>Often in non-narrative, use subheadings and headings so that information is presented clearly to the reader</li> </ul>	<ul style="list-style-type: none"> <li>Write coherently for a range of purposes and audiences</li> <li>Organise writing into paragraphs in order to group related material</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative, use subheadings and headings so that information is presented clearly to the reader</li> </ul>
Vocabulary	Vocabulary	Vocabulary
<ul style="list-style-type: none"> <li>Use challenging vocabulary accurately from a list or propose changes to vocabulary to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>Use challenging vocabulary accurately from their reading, personal vocabulary lists or propose changes to vocabulary to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>Use challenging vocabulary accurately or propose changes to vocabulary to improve their writing</li> </ul>
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> <li>Begin to, within a piece of <b>writing, use ways</b> to express time, using conjunctions (for example, when, before, after, while; adverbs (for example, then, next, soon; prepositions (for example, before, after, during)</li> <li>Begin to, within a piece of writing, use effective ways to express place and cause using conjunctions (for example, so, because; adverbs (for example) therefore; prepositions (for example) in, because of</li> <li>Can correct subject verb agreement in irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Mostly, within a piece of writing, use <b>ways to</b> express time using conjunctions (for example, when, before, after, while; adverbs (for example, then, next, soon; prepositions (for example, before, after, during)</li> <li>Mostly, within a piece of writing, use effective ways to express place and cause using conjunctions (for example, so, because; adverbs (for example) therefore; prepositions (for example) in, because of</li> </ul>	<ul style="list-style-type: none"> <li>Within a piece of writing, use <b>ways</b> to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of)</li> <li>Use subject verb agreement in irregular verbs mostly correctly</li> </ul>

<ul style="list-style-type: none"> <li>Use subject verb agreement in irregular verbs mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use subject verb agreement in irregular verbs mostly correctly</li> </ul>	
<b>Editing</b>	<b>Editing</b>	<b>Editing</b>
<ul style="list-style-type: none"> <li>With adult support for reading, consistently proof read for spelling and punctuation slips (Y1-Y2 previously taught) before adult marking</li> <li>Consistently proof read for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking</li> <li>Begin to proof read for spelling and punctuation slips (newly taught in Y3) independently before adult marking</li> </ul>	<ul style="list-style-type: none"> <li>Consistently proof read for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking</li> <li>Often proof read for spelling and punctuation slips (newly taught in Y3) independently before adult marking</li> </ul>	<ul style="list-style-type: none"> <li>Consistently proof read for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking</li> <li>Proof read for spelling and punctuation slips (newly taught in Y3) independently before adult marking</li> </ul>
<b>Handwriting</b>	<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes to join some letters forming them correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes to join many letters forming them correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes to join most letters forming them correctly</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Make additions and revisions to improve their writing independently before marking</li> <li>Begin to vary sentence structure to enhance a</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Make additions and revisions to improve their writing independently before marking</li> <li>Vary sentence structure to enhance a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Effectively vary sentence structure to enhance a piece of writing</li> <li>Make additions and revisions to improve their writing independently before marking</li> </ul>

\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent