

Year 3 - Autumn	Year 3 -Spring	Year 3 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Spell correctly most* Y3 spelling list words and patterns taught so far including homophones and near homophones <p>Spelling rules:</p> <ul style="list-style-type: none"> Adding the prefixes dis and in Adding im – to root words beginning m and p Adding suffixes –ous Adding suffix ly (to adjectives to form adverbs) Homophones: no/known, write/rite, where/wear, meet/meat, great/grate, bear/bare, brake/break, week/weak Words ending in – ture Adding –ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch The short i sound spelt y: gym, myth, pyramid, mysterious, Egypt SF - answer, business, island. February, length, strength <ul style="list-style-type: none"> Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking) Begin to search for and spell words using a dictionary using the first 3 letters 	<ul style="list-style-type: none"> Spell correctly most* Y3 spelling list words and patterns taught so far including homophones and near homophones <p>Spelling rules:</p> <ul style="list-style-type: none"> Adding the suffix – ion (to root words ending in t or te) Adding the suffix – ion (to root words ending in c or cs) Adding the prefix re- Homophones: not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee Adding the prefix-anti Adding the prefix -super Adding the prefix sub <ul style="list-style-type: none"> Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking) Search for and spell words using a dictionary using the first 3 letters 	<ul style="list-style-type: none"> Spell correctly most* Y3 spelling list words and patterns taught so far including homophones and near homophones <ul style="list-style-type: none"> Efficiently search for and spell words using a dictionary using the first 3 letters
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y2 mostly correctly Begin to punctuate direct speech using inverted commas correctly Use the apostrophe to mark singular possession mostly correctly Begin to use a comma after a fronted adverbial 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y3 mostly correctly Often punctuate direct speech using inverted commas correctly Use the apostrophe to mark singular possession mostly correctly Often use a comma after a fronted adverbial 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y3 mostly correctly Punctuate direct speech using inverted commas correctly Use the apostrophe to mark singular possession correctly Use a comma after a fronted adverbial
Composition	Composition	Composition
<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences taught so far Begin to organise writing into paragraphs in order to group related material Begin to, in narratives, create settings, characters and plot Begin to, in non-narrative, use subheadings and headings so that information is presented clearly to the reader 	<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences taught so far Often organise writing into paragraphs in order to group related material In narratives, often create settings, characters and plot Often in non-narrative, use subheadings and headings so that information is presented clearly to the reader 	<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences taught so far Organise writing into paragraphs in order to group related material In narratives, create settings, characters and plot In non-narrative, use subheadings and headings so that information is presented clearly to the reader
Vocabulary	Vocabulary	Vocabulary
<ul style="list-style-type: none"> Use challenging vocabulary or propose changes to vocabulary to improve their writing 	<ul style="list-style-type: none"> Use challenging vocabulary or propose changes to vocabulary to improve their writing 	<ul style="list-style-type: none"> Use challenging vocabulary or propose changes to vocabulary to improve their writing
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> Begin to, within a piece of writing, use effective ways 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) Use subject verb agreement in irregular verbs mostly correctly 	<ul style="list-style-type: none"> Mostly, within a piece of writing, use effective ways 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) Use subject verb agreement in irregular verbs mostly correctly 	<ul style="list-style-type: none"> Within a piece of writing, use effective ways 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) Use subject verb agreement in irregular verbs mostly correctly
Editing	Editing	Editing
<ul style="list-style-type: none"> Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking Begin to proof read for spelling and punctuation slips (newly taught in Y3) independently before adult marking 	<ul style="list-style-type: none"> Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking Often proof reads for spelling and punctuation slips (newly taught in Y3) independently before adult marking 	<ul style="list-style-type: none"> Consistently proof reads for spelling and punctuation slips (Y1 – Y2 previously taught) independently before adult marking Proof reads for spelling and punctuation slips (newly taught in Y3) independently before adult marking
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join some letters forming them correctly 	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join many letters forming them correctly 	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join most letters forming them correctly
Greater Depth		
<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make additions and revisions to improve their writing independently before marking 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make additions and revisions to improve their writing independently before marking 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Effectively vary sentence structure to enhance a piece of writing

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• Begin to vary sentence structure to enhance a	• Vary sentence structure to enhance a piece of writing	• Make additions and revisions to improve their writing independently before marking
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*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