

Writing

Year 3



I can create new words using a range of prefixes including super-, anti-, auto-

1

I can understand when to use 'a' or 'an' in front of a word

2

I can identify word families based on root words e.g. solve, solution, dissolve, insoluble

3

I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of

4

I can use paragraphs

5

I can use headings and sub-headings

6

I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play

7

I can use speech marks correctly

8

I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

9

I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like

10

I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can edit it

11

I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because

12

I can use paragraphs to organise my writing so that blocks of text group related material

13

I can draft and write descriptive work that creates settings, characters and plots

14

I can draft and write material such as instructions, using headings and sub-headings to organise my work

15

I can re-read my work to improve it for my audience

16

I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting

17

I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed

18

I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice

19

I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to another, are best left unjoined.

20

I can write that so many of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

21

I can use the prefixes un-, dis-, mis-, re-, pre-

22

I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited

23

I can use the suffix -ly

24

I can spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature

25

I can spell words with endings which sound like "zhun" e.g. division, decision

26

I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane

27

I can spell words that are often misspelt

28

I can spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym

29

I can spell words containing the "u" sound spelt "ou" e.g. young, touch, double

30

I can spell words with the "k" sound spelt "ch" e.g. scheme, school, echo

31

I can spell words with the "sh" sound spelt "ch" e.g. machine

32

I can spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they

33

I can use the first two or three letters of a word to check its spelling in a dictionary

34

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know

35

Vocabulary, Grammar and Punctuation

Composition

Transcription—Handwriting

Spelling