

Key Learning Indicators of Performance in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ► Identify clauses in sentences. ► Explore and identify main and subordinate clauses in complex sentences. ► Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. ► Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. ► Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ► Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. ► Use inverted commas to punctuate direct speech (speech marks). ► Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). ► Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ► Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ► Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ► Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ► Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ► <u>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i></u>. <p>Drafting and writing</p> <ul style="list-style-type: none"> ► Create and develop settings for narrative. ► Create and develop characters for narrative. ► Improvise, create and write dialogue. ► Create and develop plots based on a model. ► Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ► Use different sentence structures (see VGP). ► <u>Group related material into paragraphs.</u> ► <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ► <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ► Discuss and propose changes with partners and in small groups. ► Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ► Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> ► Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous,</i> and understand how to add them. ► Add suffixes beginning with vowel letters to words of more than one syllable. ► Spell homophones and near homophones. ► Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> ► Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. ► Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. ► Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ► Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ► Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ► <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ► Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ► Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ► <u>Form and use the four basic handwriting joins.</u> ► <u>Write legibly.</u>