



Year 3 National Curriculum Writing Objectives

Transcription

I can write simple sentences that have been read to me, using the correct punctuation.	I can spell some homophones. E.g. bare and bear	I know how to use the possessive apostrophe in some plurals.
When using a dictionary, I am able to use the first two letters of a word to check its' meaning.	I use some prefixes and suffixes and understand how to use them in my writing. E.g. 'anti' or 'ing'	I am able to spell some words that are often misspelt. (Use the year 3/4 spelling list)

Handwriting

I join my handwriting and my letters are all the same height and the correct distance apart from each other.

Vocabulary, Grammar & Punctuation

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.	I know that inverted commas or speech marks are used to open and close what someone is saying in a text.	<i>Ongoing Objective (see below):</i> I can use the grammar rules set out in my grammar list.
I know when to use 'a' or 'an' depending on what the next word begins with.	I use headings and sub-headings to structure and present my work.	I group ideas I write about into paragraphs.
I know some words belong to word families and this helps me work out the meaning of all the words in the word family.	I can use conjunctions, adverbs and prepositions to express time and cause in my writing. E.g. after, before, outside	I can write sentences which contain more than one clause, by using a wider range of conjunctions. E.g. therefore, because, and, also

Composition

I plan my writing by looking at similar texts.	I can organise my writing using settings, characters and plot.	I can edit my own work and add some improvements to the texts.
I am able to make notes about what I will write about.	I can draft my work into short paragraphs.	I use different sentence structures and some better vocabulary in my writing.
I can read my writing out to an audience in a clear manner.		I can edit written work to improve the use of spelling, punctuation and vocabulary.

Cheselbourne Village School Learning Ladder – Literacy: *Writing*



Grammar Rules Year 3:

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)

Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter
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