

Year Three Writing, Grammar, Vocabulary and Spelling – end of year expectations

Phonic & Whole word spelling	Other word building spelling	Handwriting	Transcription
spell further homophones (to be amended by FL)	use further prefixes and suffixes and understand how to add them (to be amended by FL)	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	usually use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
spell words that are often misspelt (Appendix 1)			increase the legibility, consistency and quality of their handwriting
Planning Writing	Drafting Writing	Editing Writing	Performing Writing
discuss and record ideas	begin to understand paragraphs as a way to group related material	assess the effectiveness of their own and others' writing and beginning to suggest improvements	read own writing aloud, to a group or the whole class, begin to use appropriate intonation and control the tone and volume so that mean is clear
compose and rehearse sentences orally (including dialogue) to plan	in narratives, creating settings, characters and plot	begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
begin to plan by grouping related material in paragraphs	in non-narrative material, using simple organisational devices (headings & subheadings)	proofread for spelling and punctuation errors related to spelling and punctuation learned so far	
when planning, create settings, characters and plot		begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary	
plan to use simple organisational devices (headings & subheadings) in non-narrative material			
Grammar		Vocabulary	
use the present perfect form of verbs in contrast to the past tense		begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
form nouns using prefixes (super-, anti-, etc)		choose nouns or pronouns appropriately for clarity and cohesion	
use the correct form of 'a' or 'an'		know how to use conjunctions, adverbs and prepositions to express time, cause, and place	
identify word families based on common words (solve, solution, dissolve, insoluble)		Contexts for Writing	
place the possessive apostrophe accurately in words with regular plurals		discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar at a Year 3 level	
Punctuation	Grammatical Terminology		
use and punctuate direct speech (i.e. Inverted commas)		adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	