

Writing Year 3

Skill	Autumn	Spring	Summer
To use imaginative description	Can use alliteration within their writing to create effect with prompting.	Can use alliteration within their writing to create effect independently.	Can use alliteration within their writing to create effect independently when appropriate.
	Can use similes in independently and appropriately in own work.	Can use similes to build up a fuller picture of a character or setting with support.	Can use similes to build up a fuller picture of a character or setting.
	Can use adjectives and descriptive phrases for detail and emphasis.	- Can begin to vary where the adjectives come within a sentence. - Can use some prepositions in their writing to add detail.	- Can use adjectives and prepositions independently – deciding when it is best to use them. - Can express time, place and cause using prepositions (e.g. before, after, during, in, because of)
	Can list some of conjunctions for time, place and cause (e.g. when, before, after, while, so, because, if)	Can list a range of conjunctions for time, place and cause (e.g. when, before, after, while, so, because, if) and use in sentences when provided with word bank.	Can use conjunctions in sentences to indicate time, place and cause. (E.g. The harp began to sing loudly because she wanted to wake the sleeping giant.)
	Can list a range of adverbs. <i>See examples at end of document.</i>	Can use a range of –ly adverbs in their writing independently without prompting.	Can express time, place and cause using adverbs (e.g. then, next, soon, therefore) <i>See further examples at end of document</i>
	Can use some expanded noun phrases for description and specification making adventurous and independent choices.	Can begin to expand noun phrases - before and after the noun. (E.g. The strict maths teacher with curly hair.)	Can understand the term pronoun and list different pronouns.
	Can confidently use a wide range of <u>topic words</u> in their writing for interest and precision.	Can decide which ambitious words to use when provided with a word bank and can put into sentences.	Can select own ambitious word choices in own writing – no prompting needed.
To organise writing appropriately	Can group ideas into sections with headings when writing non-fiction (e.g. habitat, diet, appearance).	- Can record information researched on a topic and reorganise into sections. - Can choose own question heading for given sections (e.g. what does a hedgehog eat?)	Can produce work which is organised and clear – groups ideas into paragraphs in non-fiction with headings of own choice.
	Can use a growing bank of sequencing words to link ideas and create ‘flow’ (first, next, after, later, last of all).	Can begin to write stories with balanced beginning, middle and end – some support may be needed.	- Can use more structure within stories (introduction, build up, climax/conflict, resolution). - Can decide which adverbs of time to use. <i>See examples at end of document.</i>
	- Can plan what they are going to write by writing down key ideas and words including new vocabulary. - Can write fiction and non-fiction based on plan including own story.	- Can plan their writing by discussing and recording ideas in more detail and considering some different factors (e.g. vocabulary, punctuation, structure, descriptive techniques) - Can write fiction or non-fiction based on plan expanding some ideas.	- Can plan their writing discussing and recording ideas in detail and considering different factors (e.g. vocabulary, punctuation, structure, descriptive techniques.) - Can write fiction or non-fiction based on plan expanding on ideas.
To use sentences appropriately	- Can use coordination in writing e.g. or, but, and. - Can use some subordination in writing	Can begin to use a subordinate clause at the start - will need to still use a scaffold.	Can open with a subordinate clause some of the time.

	e.g. when, if, that, because.		
	- Can choose and use past and present tense mostly correctly and consistently. - Can use 'is' 'was' and 'were' mostly correctly to indicate past and present tense.	Can begin to notice when sentences are not grammatically correct e.g. noun and verbs do not agree.	Can create writing where nouns and verbs that agree some of the time (e.g. The sweets were on the table/The sweet was on the table.)
	Can name the vowel letters.	Can decide whether to use 'a' or 'an' according to whether the next words begins with a consonant or a vowel sound – with support.	Can use 'a' or 'an' according to whether the next word begins with a consonant or a vowel sound.
	Can write from memory simple sentences dictated by the teacher with phonics sounds, common exception words and punctuation taught so far.	Can write from memory simple sentences dictated by the teacher with words and punctuation taught so far with support.	Can write from memory simple sentences dictated by the teacher with words and punctuation taught so far.
To punctuate accurately	Can use capital letters and full stops most of the time over longer pieces of writing.	- Can identify the spoken words within a sentence. - Can identify and name inverted commas in texts.	- Can consistently use full stops, capital letters, - Can use question marks, exclamation marks and commas in lists correctly most of the time. - Can begin to use inverted commas to punctuate direct speech (other punctuation such as commas are not needed at this stage).
	Can use apostrophes to mark singular possession (e.g. The girl's bag) - may not always be consistent for accurate.	Can use apostrophes for possession and contraction correctly most of the time – with support.	Can use apostrophes for possession and contraction correctly most of the time.
To spell correctly	Can attempt to use the following suffixes –in –ment, –ness, –ful, –less their writing.	- Can spell most contracted forms of words correctly (e.g. can't, won't, shouldn't, couldn't). - Uses the suffix –ly correctly most of the time. - Can use the following suffixes –in –ment, –ness, –ful, –less their writing correctly some of the time.	- Can use the following prefixes un-,dis-, mis-, pre-, in-, im-, ir-, sub-, super-, anti-, auto- some of the time - Uses the suffix –ly correctly - Can use the following suffixes –in –ment, –ness, –ful, –less their writing correctly most of the time.
	- Can distinguish between different homophones and near homophones. - Can spell some common homophones correctly (e.g. witch/which)	Can spell many common homophone correctly.	Can spell most common homophones correctly.
	- Can spell all high frequency words from Y2 in their writing. - Can spell alternate graphemes for the same phoneme from Y2 (e.g. a/ai/a-e).	Can often phonetically spell familiar common polysyllabic words correctly but may still need support.	- Can spell some words correctly from the Y3/Y4 word list. - Can phonetically spell familiar common polysyllabic words correctly.
To present work neatly	Can ensure that lower and upper case letters are not mixed within words.	Can use the correct the height for ascenders and descenders most of the time.	- Can join all letters correctly. - Can ensure work is neatly presented. - Can write letters that are regular in size.

	Can use join some letters.	Can correctly form all letters – both lowercase and uppercase on a consistent basis.	
To analyse writing	Can sometimes correct own writing looking for errors in full stops and capital letters.	Can often correct own writing looking for errors in tenses.	Can often correct own writing looking for errors in question marks, exclamation marks and commas for lists.
	Can assess own work and work of others – suggesting some basic improvements using grammatical terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma.)	Can assess own work and work of others – suggesting some useful improvements using some grammatical terminology (preposition, conjunction, word family, prefix, clause, subordinate clause. direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.)	Can assess own work and work of others – suggesting some useful improvements using grammatical terminology (preposition, conjunction, word family, prefix, clause, subordinate clause. direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.)
To write with purpose	- Can plan for a piece of writing by orally rehearsing first – saying it sentence by sentence. - Can create a text where all the writing is relevant to the topic. - Can use organisational devices suitable for the text type (e.g. headings for non-chron report)	Can identify the features of the text type they are expected to write and use some of these correctly without prompting.	Can identify the features of the text type they are expected to write and use these correctly and independently.
	Can talk about and show some awareness of how our writing differs for different audiences.	- Can write interesting formal texts and informal texts with support (e.g. postcard to a friend/letter to Mr. Siswick). - Can identify if a text is formal or informal.	Can independently use basic formal and informal language in a range of writing - doesn't have to be consistent at this stage but doesn't need prompting.
To present writing	- Can read work to a partner. - Can participate in speaking and listening activities in a confident manner (e.g. discussions, presentations, performances, role play, improvisations and debates)	Can confidently share own work with the class.	- Can confidently share writing with a range of audiences. - Can participate in speaking and listening activities in a confident manner with a range of audiences (e.g. discussions, presentations, performances, role play, improvisations and debates)

Suggested pitch of adverbs:

Of time: First, next, then, soon, after, after that, suddenly, last of all, last, finally, on Monday, later,

Of cause: Therefore

Of place: at school, at home, inside, outside,

-ly adverbs: Quickly, slowly, accidentally, angrily, anxiously, eagerly, hungrily