

YEAR 3 WRITING PROGRESSION Bold statements are absolutely essential as these are included in the assessment framework for end of Key Stage.

The statements reflect target tracker KPI statements and include slightly more detail from the National Curriculum.

Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
3	<p>I can use a range of prefixes including super-, anti-, auto-.</p> <p>I can use the prefixes dis-, mis-, re-, pre-.</p> <p>I can spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>I can spell homophones (eg. grate/great, here/hear, brake/break)</p> <p>I can spell national curriculum spelling words for year 3.</p> <p>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>I can spell many common exception words</p> <p>These have been moved to year 4: I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>See spelling appendix for all spelling rules that need to be taught</p>	<p>I can use paragraphs to group related material</p> <p>I can use headings and sub headings to group related material</p> <p>I can plan my writing by discussing it</p> <p>I can draw ideas from other writers</p> <p>I can edit my writing to improve it for my audience</p> <p>I can rewrite my work making improvements by saying the work out loud improving vocabulary choices and checking grammar and punctuation</p> <p>I can write descriptively (settings, characters and plots)</p> <p>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.</p>	<p>I can use the determiners 'a' and 'an' correctly according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>I can use inverted commas for direct speech ("Go home," said the boy.)</p> <p>I can express time, place and cause using adverbs (e.g. when, before, after, while, so, because)</p> <p>I can express time, place and cause using conjunctions (e.g. then, next, soon, therefore)</p> <p>I can express time, place and cause using prepositions (e.g. before, after, during, in)</p> <p>I can use the present perfect form of verbs (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>I can use diagonal and horizontal strokes I need to join letters and know which letters are best left unjoined</p> <p>I can form letters consistently eg. down strokes are parallel and equidistant, letters are spaced sufficiently</p>	<p>I understand what the following words mean and use them correctly: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</p>

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