

## Year 3 Writing Planning & Assessment Criteria

	Autumn 3.1	Spring 3.2	Summer 3.3
<b>Composition Grammar &amp; Punctuation Criteria</b>	<p><b>Use an extended range of coordinating and subordinating conjunctions.</b></p> <p><b>Use 3 paragraphs</b></p> <p><b>Use commas and apostrophes (including possessive)</b></p> <p><b>Subordinate clause with a comma</b></p>	<p><b>Use adverbs (to open a sentence and within a sentence)</b></p> <p><b>Organise paragraphs around a theme</b></p> <p><b>Extend the range of sentence structures (including simple, compound and complex).</b></p> <p><b>Use Inverted Commas around direct speech</b></p>	<p><b>Prepositions to express time and cause</b></p> <p><b>Present Perfect Form of Verbs</b></p> <p><b>Paragraphs to organise non-fiction texts – using headings and sub-headings and use 5 paragraphs for a story</b></p> <p><b>Use Inverted Commas and punctuation inside inverted commas</b></p>
<b>Text Types:</b>	Story, persuasive adverts, poetry, and discussion texts	Story, information texts and recounts about past events	Story, instructions, poetry, and explanation texts
<b>Tool Kits:</b>	<p>Opening/Ending Toolkit</p> <p>Action Toolkit</p>	<p>Setting Toolkit</p> <p>Dialogue Toolkit</p>	<p>Suspense Toolkit</p> <p>Character Description Toolkit</p>
<b>Writing MET</b>  <b>Notes for teachers:</b>	<p>I can discuss and record my planning ideas.</p> <p>I can write a compound sentence using a coordinating conjunction (and, or, but, so, for, nor, yet).</p> <p>I can write a sentence with a subordinate clause, using an extended range of subordinating conjunctions (if, when, because, that, although) and know what the main clause is.</p> <p>I can use a range of sentences in my writing, including a longer sentence for description or a shorter sentence for impact.</p>	<p>I can discuss writing similar to that which I am planning to write, in order to understand and learn from its structure, grammatical features and use of vocabulary (narrative and non-narrative).</p> <p>I can use an adverb to start a sentence (e.g. Carefully, she crawled along the floor of the cave).</p> <p>I can use a comma after an adverb to start a sentence.</p> <p>I can use an adverb anywhere in a sentence.</p> <p>I understand how to group/organise ideas for a paragraph around a theme.</p>	<p>I can discuss writing similar to that which I am planning to write, in order to understand and learn from its structure, grammatical features and use of vocabulary (narrative and non-narrative).</p> <p>I can use prepositions to express time and cause.</p> <p>I can use present perfect form of the verb rather than simple past tense.</p> <p>I can use 5 paragraphs to organise my ideas into each story part.</p> <p>I think about how to open/close each paragraph I write using appropriate sentences.</p>

	<p>I can write a narrative with a clear structure, using three paragraphs to show a clear beginning, middle and end.</p> <p>I can use a sentence of 3 for description using a comma (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.)</p> <p>I can use commas accurately for a list.</p> <p>I can use commas within clauses e.g. after a subordinate clause. Although it was raining, we went to the park.)</p> <p>I use an apostrophe accurately in a contraction.</p> <p>I use an apostrophe accurately for singular possession.</p> <p>I can use the possessive apostrophe in words with regular plurals e.g. girls'/boys'.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can use the opening/ending toolkit in my story writing.</p> <p>I can use the action toolkit in my story writing.</p>	<p>I am starting to think about how to open/close each paragraph I write using appropriate sentences.</p> <p>I use different sentence structures in my writing (simple, compound, subordinate etc.).</p> <p>I can use commas within clauses accurately.</p> <p>I can mostly use inverted commas to punctuate direct speech in narrative.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation. I can suggest improvements to my own writing.</p> <p>I can read aloud parts of my own writing to a group, using appropriate intonation and controlling the tone and volume so meaning is clear.</p> <p>I can use the setting description toolkit in my story writing.</p> <p>I can use the dialogue toolkit in my story writing.</p>	<p>I can write non-narrative using simple organisational devices such as headings and subheadings.</p> <p>I can use paragraphs to organise my ideas around a theme, using headings and sub-headings.</p> <p>I link my heading and sub-heading to an appropriate opening line/sentence.</p> <p>I can use inverted commas to punctuate direct speech in narratives.</p> <p>I am starting to use a full stop, comma, question mark, exclamation mark inside the inverted commas.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation. I can suggest improvements to my own writing and that of others.</p> <p>I can read aloud my own writing to a group, using appropriate intonation and controlling the tone and volume so meaning is clear.</p> <p>I can use the suspense toolkit in my story writing.</p> <p>I can use the character description toolkit in my story writing.</p>
<b>Spelling Rules - see English Appendix 1 for rules and guidance</b>	<p>Revision of work from years 1 and 2</p> <p>I can apply the rules for adding a prefix to the beginning of a root word and understand the meaning of the prefixes; un, dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto. (see English spelling appendix 1)</p> <p>I can use the possessive apostrophe with plural words (e.g. girls', boys', babies').</p>	<p>I can use a/an according to whether the next word begins with a vowel.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting/forgotten, beginning/beginner, prefer/preferred.</p> <p>I can add the suffix 'ly' to turn an adjective into an adverb – e.g. sadly.</p>	<p>I recognise and spell homophones and Near Homophones accept/except, affect/effect, ball/bawl, berry/bury, break/brake, grate/great, groan/grown, here/hear, heel/heal/he'll</p> <p>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>

	I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	<p>I can add the suffix 'ation' to verbs to form nouns e.g., information, adoration, preparation etc.</p> <p>I can spell y making i sound (e.g. myth, gym, pyramid, Egypt and mystery).</p> <p>I can use ou to make the short u sound (e.g. in touch, double, country, trouble, young).</p> <p>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	
<b>Spelling Using a dictionary</b>	I can use the first 2 letters in a word to find it in a junior dictionary.	I can use the first 3 letters in a word to find it in a junior dictionary.	I can use the first 3 letters in a word to find it in a junior dictionary.
<b>Spelling word list:</b>	<b>I can spell the common exception words from the Y3/4 word list:</b> address, answer, appear, arrive, believe, bicycle, breath, breathe, build, caught, certain, circle, decide	<b>I can spell the common exception words from the Y3/4 word list:</b> difficult, early, earth, enough, famous, fruit, group, guard, guide, heard, heart, height, history.	<b>I can spell the common exception words from the Y3/4 word list:</b> Island, learn, length, library, notice, often, recent, regular, reign, straight, strange, strength, thought, though, although, various, weight
<b>Handwriting:</b>	<p>I can use diagonal and horizontal strokes needed to join letters.</p> <p>I understand which letters, when adjacent to one another, should be left unjoined.</p> <p>I can increase the legibility, consistency and quality of my handwriting, (for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>		

If pupils have achieved the criteria for that term they are considered a 'Met' pupil, they have achieved the National Standard for that term.

#### Non-negotiables for Y3:

- Forms lower case letters and capital letters correctly.
- Use capital letters and full stops to demarcate sentences accurately.
- Use diagonal and horizontal strokes to join letters.
- Use ? ! and , in a list.
- Uses apostrophe for possession and in contractions.
- Use past/present tense consistently.
- Use coordinating conjunctions to join sentences and subordinating conjunctions to create subordinate clauses.
- Spell KS1 and most year 3 common exception words, tricky words and apply spelling rules.
- Write a coherent narrative (story/real) using 3, then 5 paragraphs.
- Uses inverted commas around speech.
- Starts sentences with an adverb.
- Can use present perfect form of the verb.