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| **Year 3 Writing Statements** |
| **Spelling** |
| |  | | --- | | * I can use further prefixes and understand how to add them (un-, dis-, mis-, re-). | | * I can use further suffixes and understand how to add them (-ly, -ous) | | * I can spell common exception words. | | * I can use the first two or three letters of a word to check its spelling in a dictionary. | | * I can apply spelling rules from English Appendix 1. | | * I can investigate word families based on common words e.g. solve, solution, dissolve. | | * I can use the correct article (a and an) before the next word. | | * I can write from memory simple sentences dictated by the teacher using words taught. | |
| **Being a writer** |
| |  | | --- | | * I can plan my writing by discussing and recording ideas. | | * I can plan my writing using structures from similar writing e.g. sub-headings. | | * I can compose and rehearse sentences orally. | | * I am beginning to use paragraphs to group related material. | | * I am beginning to develop settings in narratives. | | * I am beginning to develop characters in narratives. | | * I am beginning to develop plots in narratives. | | * I can use headings and sub-headings to organise my writing. | | * I can evaluate and edit my writing, assessing the effectiveness of it. | | * I can suggest ways to improve my writing e.g. grammar and vocabulary. | | * I can re-read my writing to check for spelling and punctuation errors. | | * I can read aloud my writing with intonation, tone and volume. | |
| **Presentation** |
| |  | | --- | | * I can use diagonal and horizontal strokes to join letters and know when it is better to not join. | | * I am increasing the legibility of my handwriting e.g. parallel down strokes, clear ascenders/descenders. | |
| **Punctuation** |
| |  | | --- | | * I can use inverted commas to punctuate direct speech. | | * I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately. | | * I can use commas within lists and 'and' between the last items. | | * I can use apostrophes for a wider range of omission. | | * I can use apostrophes to show singular possession in nouns e.g. the girl's name (possession). | |
| **Sentences** |
| |  | | --- | | * I can use conjunctions to show time, place and cause e.g. when, before, after, while, so, because. | | * I can use adverbs to show when and where e.g. now, at night, soon, yesterday, here, everywhere, inside. | | * I can use prepositions to state where e.g. before, after, during, in, through, next to. | | * I can use connectives to begin sentences. | | * I am beginning to recognise and use subordinate clauses. | |
| **Vocabulary** |
| |  | | --- | | * I can use the perfect form of verbs to show time and cause e.g. I have, she has. | | * I can choose nouns or pronouns appropriately for clarity and to avoid repetition. | | * I can use expanded noun phrases e.g. the really strict teacher. | | * I can use more adventurous adjectives to describe. | | * I can select adventurous verbs to use in my writing. | | * I can use adverbs in my writing to modify verbs e.g. slowly, bravely, fearfully. | | * I can use similes in my writing. | |