

## Writing Assessment Year 3

Autumn Term	Spring Term	Summer Term
<b>Handwriting</b>	<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to each other</li> <li>Begin to use horizontal strokes to join letters</li> <li>Begin to know and understand which letters are best left unjoined when next to each other</li> <li>Form capital letters of the correct size, orientation and relationship to one another and lower case letters</li> <li>Use finger spaces that are relative to and reflect the size of lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Form all lower case letters in the correct direction and that are smaller than capitals</li> <li>Form capital letters correctly that are larger in size and use straight lines</li> <li>Use finger spaces of consistent size</li> <li>Use horizontal strokes to join letters in much of their writing across many pieces of work</li> <li>Understand which letters are best left unjoined and apply this knowledge to some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Form all lower case letters in the correct direction and that are smaller than capitals</li> <li>Form capital letters correctly that are larger in size and use straight lines</li> <li>Use finger spaces of consistent size</li> <li>Use horizontal strokes to join letters in much of their writing across all pieces of work</li> <li>Understand which letters are best left unjoined and apply this knowledge to most of their writing</li> <li>Increase the legibility and consistency of their handwriting</li> </ul>
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>Understand what a dictionary is for and how they are used</li> <li>Add mis- dis- and un- to root words</li> <li>Spell some common homophones (see appendix 1).</li> <li>Know that some words can be spelt with a y for the "i" sound and attempt to spell some appropriate words with this rule</li> <li>Add and use the suffix -ly to turn adjectives into adverbs where the root word requires no change</li> <li>Add and spell the suffix -ation to change verbs into nouns</li> <li>Spell some words ending -sure and -ture</li> <li>Spell some words with the sound -tion and -sion</li> <li>Spell some words with the s sound spelt sc</li> <li>Spell some words with the sound g spelt gue</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to check the spelling of unknown words by identifying the first letter and finding the relevant page</li> <li>Understand that mis- dis- and un have negative meanings and use them to spell dictated words</li> <li>Spell many common homophones and some that are less common (see appendix 1).</li> <li>Learn to spell many words with the "i" sound written as y</li> <li>Add and use the suffix -ly -ily where the root words end in -y or -le</li> <li>Spell and use verbs ending in -ation in writing and tests</li> <li>Spell many words ending -sure and -ture</li> <li>Spell many words ending -sion and tion</li> <li>Spell many words with the s sound spelt sc</li> <li>Spell many words with the sound g spelt gue</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to check the spelling of unknown words by using the first 2 or 3 letters</li> <li>Spell and use words with the prefixes mis- dis- and un in tests and independent writing</li> <li>Spell and use range of common homophones and some less common homophones in writing (see appendix 1).</li> <li>Spell most words containing the "i" sound written as y accurately in writing and tests</li> <li>Add and use the suffix -ly -ily and -ally where the root words end in -y, -le and -ic</li> <li>Add and use the suffix -ly where the root word ends in -e (wholly, truly etc.)</li> <li>Spell and use verbs ending in -ation in writing and tests and know how this changes the word meaning/class</li> <li>Spell words ending -sure, -ture independently in writing and know how to differentiate these from -t/cher</li> <li>Spell using the sounds -tion and -sion consistently in tests and writing</li> <li>Spell most words with the s sound spelt sc</li> <li>Spell most words with the g sound spelt gue</li> </ul>
<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
<ul style="list-style-type: none"> <li>Plan by discussing some writing that is similar to their own</li> <li>Plan by discussing their ideas with an adult with prompting</li> <li>Rehearse pre-composed sentences orally to understand the different sentence structures eg. simple and compound</li> <li>Write narratives in which there is some attempt and characterisation and a plot</li> <li>Begin to use sub-headings and headings in non-narrative material under guidance of the teacher</li> <li>Read their work aloud to a familiar adult Propose changes to vocabulary to improve their writing under the guidance of an adult</li> <li>Proofread for some simple spelling errors with prompting and guidance from an adult</li> <li>Suggest improvements to another's work with prompting from an adult</li> </ul>	<ul style="list-style-type: none"> <li>Plan by discussing writing that is similar to their own and applying vocabulary from it</li> <li>Plan by discussing their ideas with their peers independently</li> <li>Rehearse sentences orally to understand the different sentence structures eg. simple and compound and begin to compose some of their own</li> <li>Write narratives in which there are clear characters, a plot and setting.</li> <li>Use sub-headings and headings in some non-narrative material independently</li> <li>Propose changes to vocabulary to improve their writing independently</li> <li>Correct simple spelling errors that have been identified for them with some independence</li> <li>Read their work aloud to a partner</li> <li>Suggest some improvements to another's work independently</li> </ul>	<ul style="list-style-type: none"> <li>Plan by discussing writing that is similar to their own and applying the vocabulary and some structural elements from it</li> <li>Plan by discussing their ideas with their peers independently and recording these</li> <li>Rehearse and compose sentences that are both simple and compound independently</li> <li>Use character, setting and plot to write a narrative independently</li> <li>Use sub-headings and headings in non-narrative material in a range of writing independently</li> <li>Propose changes to vocabulary to improve their writing independently and explain why they have done so</li> <li>Begin to identify and correct their own simple spelling mistakes independently</li> <li>Read their work aloud to a small group in an appropriate volume</li> <li>Suggest many improvements to another's work independently</li> </ul>
<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>
<ul style="list-style-type: none"> <li>Begin to understand and use a and an correctly</li> <li>Understand how some word families link together in meaning and formation eg. solve, solution, dissolve, solver</li> <li>Express time, place, manner and cause using some conjunctions, adverbs and prepositions</li> <li>Identify paragraphs in writing they read</li> <li>Recognise inverted commas in writing</li> <li>Begin to recognise the present perfect form of verbs</li> <li>Write simple and compound sentences with adult support</li> <li>Begin to choose pronouns and nouns carefully to avoid repetition</li> <li>Use the apostrophe for regular and irregular possessive singular nouns in some writing</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a and an correctly in much of their writing</li> <li>Understand how many word families link together in meaning and formation eg. solve, solution, dissolve, solver</li> <li>Express time, place, manner and cause using many conjunctions, adverbs and prepositions</li> <li>Identify paragraphs in writing they read and explain what a paragraph is and what they are used for</li> <li>Recognise inverted commas as a mark of speech and know why they are used</li> <li>Begin to recognise and use the present perfect form of verbs in simple sentences</li> <li>Write simple and compound sentences independently</li> <li>Choose pronouns and nouns carefully to avoid repetition in much of their writing</li> <li>Use the apostrophe for regular and irregular possessive singular nouns in much of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a and an correctly consistently in their writing</li> <li>Understand how a wide range of word families link together in meaning and formation eg. solve, solution, dissolve, solver</li> <li>Express time, place, manner and cause using a wide range of conjunctions, adverbs and prepositions</li> <li>Begin to use paragraphs to group related material in their writing and understand why and how they are used</li> <li>Recognise inverted commas, why they are used and begin to use them in their own writing to punctuate direct speech</li> <li>Begin to recognise and use the present perfect form of verbs in some of their writing</li> <li>Write simple and compound sentences using a range of conjunctions</li> <li>Choose pronouns and nouns carefully to avoid repetition in most of their writing</li> <li>Use the apostrophe for regular and irregular possessive singular nouns consistently in their writing</li> <li>Begin to use and punctuate direct speech</li> </ul>