

# English

## Key Learning Indicators of Performance in Writing: Year 3



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Identify <b>clauses</b> in sentences.</li> <li>▶ <u>Explore and identify main and subordinate clauses in complex sentences.</u></li> <li>▶ <u>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</u></li> <li>▶ Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>▶ Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▶ Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>▶ Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks).</b></li> <li>▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> <li>▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box.</i></li> <li>▶ Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>▶ Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▶ <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u></li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>▶ Create and develop settings for narrative.</li> <li>▶ Create and develop characters for narrative.</li> <li>▶ Improvise, create and write dialogue.</li> <li>▶ Create and develop plots based on a model.</li> <li>▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▶ Use different sentence structures (see VGP).</li> <li>▶ <u>Group related material into paragraphs.</u></li> <li>▶ <u>Use headings and sub headings to organise information.</u></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u></li> <li>▶ Discuss and propose changes with partners and in small groups.</li> <li>▶ Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Use further <b>prefixes</b> <i>dis_, mis_, re_</i>, and <b>suffixes</b> <i>_ly, _ous</i>, and understand how to add them.</li> <li>▶ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▶ Spell homophones and near homophones.</li> <li>▶ Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i></li> <li>▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>▶ Spell words with endings sounding like <i>or /tʃə/</i>, e.g. <i>creature, furniture, adventure.</i></li> <li>▶ Spell words with the /eɪ/ sound spelt <i>ei, eigh</i>, or <i>ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></li> <li>▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></li> <li>▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u></li> <li>▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ <u>Form and use the four basic handwriting joins.</u></li> <li>▶ <u>Write legibly.</u></li> </ul>