



Year 3 National Standards 3c, 3b, 3a

I can use and understand the prefixes dis-, mis-, in- and im-

I can use knowledge of morphology (word structure) and etymology (word history) and understand that the spelling of some words need to be learnt specifically.

I can spell a larger range of homophones/near homophones, e.g. accept/except.

I can spell words that are often misspelt. (English Appendix 1 Y3/4).

I understand word families based on common words, showing how words are related in form or meaning, e.g. solve, solution, solver, dissolve, insoluble.

I can use apostrophes to show possession accurately, including plurals, e.g. the girls' book, as well as words with irregular plurals e.g. the children's book

I can spell words ending in -tion, -sion, -cian, -ssion.

I can use the first two or three letters of a word to look up its meaning in a dictionary.

Spelling

Punctuation to mark sentences—full stops, capital letters (including proper nouns), exclamation and question marks are used accurately.
I can use commas in lists, and show awareness of commas to mark phrases and clauses.

I am beginning to use inverted commas to punctuate direct speech.

My writing usually contains simple and compound sentences, but I am beginning to use sentences with more than one clause (although these may be still uncontrolled).

I can use a wider range of conjunctions, e.g. when, if, because, although and however.

I can express time, place and cause using adverbs, e.g. then, next, soon, therefore.

I can express time, place and cause using prepositions, e.g. before, after, during, in, because of.

Grammar

I understand how to form nouns with prefixes such as super-, anti-, auto-.

I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel.

I can use the present perfect form of verbs instead of the simple past when necessary. For example, he has gone out to play rather than he went out to play.

I am beginning to use paragraphs as a way of grouping related ideas.

I use first and third person and tense consistently.

I can use headings and subheadings to help present my work.

Grammar

I am beginning to plan my writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar.

I can discuss and record my ideas.

I can plan what I am going to write by saying my sentences out loud one at a time, and rehearsing them (including dialogue).

Composition (Plan my ideas)

My writing shows an understanding of audience and purpose.

In narrative, the main features of story structure are present, e.g. beginning, middle, end and a developed resolution..

In narrative, I am beginning to create settings, characters and a plot.

I am beginning to use vocabulary that is more varied.

Composition (Draft and Write)

My ideas are beginning to be loosely grouped, eg. according to time or place.

I can group similar information together in paragraphs in non-fiction writing under simple headings or organisational devices

I am beginning to use features of a given style to ensure that the style of writing is evident.
See text types for Year 3

Composition (Draft and Write)

In response to discussion or comment, I can evaluate and edit my own writing, and suggesting improvements.

I can propose simple changes to grammar and vocabulary to improve consistency, often without prompting.

I can re-read what I have written to check for errors in spelling, and punctuation.

I can read my own writing aloud to a group or to the whole class, using appropriate intonation, and controlling my tone and volume (loudness) so that the meaning is clear.

Composition (Evaluate and edit)