



### Year 3 Writing Framework

Aspect	Autumn	Spring	Summer
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I use the horizontal and diagonal strokes that are needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>I understand which letters to join and which should be left un-joined.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to increase the legibility, consistency and quality of my handwriting.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use the one or two letters/sounds of a word to check its spelling in a dictionary.</li> <li>I can begin to use a thesaurus to find synonyms for words.</li> <li>I can write from memory a simple sentence dictated by the CT.</li> <li>I can identify the root word in longer words.</li> <li>Spells <b>some</b> of the Y3/4 common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>I spell words with additional prefixes and understand how to add them to root words. (re-, mis- and dis-).</li> <li>I spell words based on word families accurately (solve, solution, solver).</li> <li>Spells <b>some</b> of the Y3/4 common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and spell taught homophones. (he'll, heel, heal).</li> <li>I spell words with additional suffixes and understand how to add them to root words (-ly, -ally, -sion).</li> <li>I spell <b>many</b> identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I can discuss the structure and features of writing genres to support me with my writing.</li> <li>I plan my writing by recording ideas and rehearse orally.</li> <li>I write a narrative with a clear beginning, middle and end.</li> <li>Based on what I have been taught so far, I make improvements by proposing changes to grammar and vocabulary with support. (The accurate use of pronouns in sentences and improving vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>I can organise paragraphs around a theme.</li> <li>I write narrative with a clear structure, well-formed characters and a plot that flows.</li> <li>Based on what I have been taught so far, I make improvements by proposing changes to grammar and vocabulary with increasing independence. (The accurate use of pronouns in sentences and improving vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>I compose a variety of simple and compound sentences and understand their impact on the reader.</li> <li>In narrative writing, I can develop resolutions and endings.</li> <li>I write non-narrative using simple organisational devices (headings and subheadings).</li> <li>I can compose a poem using some poetic devices and figurative language (rhyme, similes, repetition, alliteration).</li> <li>Based on what I have been taught so far, I make improvements by proposing changes to grammar and vocabulary mostly independently. (The accurate use of pronouns in sentences and improving vocabulary).</li> </ul>

<b>Grammar</b>	<ul style="list-style-type: none"> <li>● I can use most subordinating conjunctions (<i>when, if, that, because</i>) to create a sentence using more than one clause.</li> <li>● Detail is added by the expansion of noun phrases.</li> <li>● I can recognise and use determiners appropriately some of the time (<i>a, an, the</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● I use the perfect form of verbs (<i>I have written; he has worked hard</i>).</li> <li>● I can keep the tense consistent with the genre of writing.</li> <li>● I can use pronouns to avoid repetition.</li> <li>● I understand what a preposition and an adverb is.</li> <li>● I can recognise and use determiners appropriately, often. (<i>a, an, the</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● I make adventurous word choices to engage my reader.</li> <li>● I use adverbs and prepositions to express time and cause (<i>next, soon, before, after, in, because of</i>).</li> <li>● I can begin to use fronted adverbials.</li> <li>● I can recognise and use determiners appropriately most of the time. (<i>a, an, the</i>).</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>● I can proofread for punctuation errors.</li> <li>● Most of my sentences are correctly demarcated. (CL,FS, ! and ?).</li> </ul>	<ul style="list-style-type: none"> <li>● I am beginning to use inverted commas for direct speech.</li> <li>● I use apostrophes for omission.</li> </ul>	<ul style="list-style-type: none"> <li>● Most of my sentences are correctly demarcated. (CL,FS, !, ? and “ ”).</li> <li>● Some of the time, I can use apostrophes for possession (<i>regular plurals and irregular plurals</i>).</li> </ul>