

### Year 3 Statutory Requirements

#### Vocabulary, Grammar and Punctuation

I can write sentences with two or more clauses using a range of conjunctions including 'when', 'if', 'because' and 'although'.

I can use the present perfect form of the verb to replace the past tense form.

I can use nouns and pronouns where appropriate to make my writing clear and avoid repetition.

I can use conjunctions, adverbs and prepositions to talk about time and cause.

I can use fronted adverbials.

I can use commas after fronted adverbials.

I can show possession using an apostrophe with plural nouns.

I can punctuate direct speech with inverted commas.

I can use and understand grammatical terminology when discussing what I have read and written:

(Year 2- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma)

(Year 3 – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas)

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

I can use a range of conjunctions in my writing.

I can use a range of adverbs in my writing.

I can use a range of prepositions in my writing.

I can group relevant pieces of information into paragraphs.

I can use headings and sub-headings to help with my presentation.

I can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

#### Spelling

Adding suffixes beginning with vowel letters to words of more than one syllable	Words with endings sounding like /ʒə/ or /tʃə/
The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou
Endings which sound like /ʒən/	
The following prefixes and suffixes:	Inter -
Un -	Super -
Dis -	Anti -
Mis -	Auto -
In -	-ation
Re -	-ly
Sub -	-ous

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### Writing - Transcription

I have learnt more **prefixes** and how to add them to words.

I have learnt more **suffixes** and how to add them to words.

I have learnt to spell more homophones.

I can spell words that are commonly misspelt.

I can use the first two or three letters of a word to check its spelling in a dictionary

I can write simple sentences correctly from dictation, including the correct punctuation. (capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes to mark singular possession – from Year 2)

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught (inverted commas – Year 3)

### Writing - Handwriting

I can use the diagonal strokes that are needed to join letters.

I can use the horizontal strokes that are needed to join letters.

I understand which letters, when next to one another, should not be joined.

I have made my writing more consistent and easy to read by:

- ensuring that the down strokes of letters are parallel and equidistant;
- that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Writing - Composition

I can plan my writing using the structure, vocabulary and grammar used in other books to help me.

I can plan my writing by discussing and writing down ideas.

I can draft my writing by saying sentences out loud.

I can include interesting vocabulary.

I can create and use different sentence structures using;

- Conjunctions
- Adverbs
- Prepositions

I can build paragraphs around a theme.

I can write stories with settings, characters and plot.

I can use layout features in non-fiction texts (e.g. subheadings)

I can evaluate my writing and other people's writing and suggest improvement.

I can suggest changes to grammar and vocabulary to make sure that a piece of writing is consistent.

I can check a piece of writing for spelling and punctuation errors.

I can read what I've written out loud to a group, using the tone and volume of my voice to make the meaning clear.



