

Year 3 - Writing Targets

Spelling:

- Spell **most** words from learning in previous year groups and **some** words from the year 3/4 spelling list*
- Use further prefixes (e.g. re-, dis-, mis-) and suffixes (e.g. -sion, -ly, -en) **mostly** correctly.

Handwriting:

- Demonstrate legible, consistently-sized handwriting (parallel and equidistant downstrokes of letters) **most of the time**.
- Join lower-case letters correctly with diagonal/horizontal strokes (where appropriate), **most of the time**.

Composition:

- Demonstrate an awareness of appropriate language and form, depending on the genre, purpose and audience, **some of the time**.
- Use paragraphs to group related material, **some of the time**.
- Create settings, characters and plot in narratives and use simple organisational features in non-narrative material (e.g. headings / sub-headings).
- Use different sentence structures (main and subordinate clauses), **most of the time**.
- Write in complete sentences (main clause with a subject and verb) **most of the time**.

Vocabulary, Grammar and Punctuation:

- Use conjunctions (e.g. because, while, before, after, when, so), adverbs (e.g. then, soon, therefore,) and prepositions (e.g. during, in, underneath, with) within **many** sentences.
- Use apostrophes for contractions and singular possession, **mostly correctly**.
- Use past, present and future tense **mostly** correctly and **begin** to use the present perfect form of verbs (e.g. have been, has gone).
- **Begin to** proof-read (editing to correct spelling and punctuation errors).
- Use determiners 'a' and 'an' **mostly** correctly.
- Punctuate direct speech using inverted commas, **mostly** correctly.
- Use the full range of punctuation taught up to Year 3 **mostly** correctly**
- Use **many** Year 1/2/3 grammatical terms when discussing their writing***

For an extra challenge:

- Use paragraphs to group related material **most of the time**.
- Improve writing by making meaningful changes when editing (e.g. re-ordering sentences and adapting vocabulary).
- Demonstrate effective vocabulary choices and use of descriptive techniques to interest the reader (of those taught).
- Use commas to punctuate complex sentences (subordinate clauses), **sometimes** correctly.
- Vary the position of clauses and phrases within sentences to use a range of sentence structures, **some of the time**.

Year 3 - Writing Targets

*Year 3/4 spelling list:

- uses y to represent the /i/ sound e.g. myth, gym
- uses ou to represent the /ʌ/ sound e.g. young, touch, double
- spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion
- spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian
- spells endings which sound like / ʒən/ (as in division, revision, invasion)
- spells words with the /k/ sound spelt ch (Greek in origin)
- spells words with the /ʃ/ sound spelt ch (mostly French in origin)
- spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- spells words with the /s/ sound spelt sc (Latin in origin)
- spells words with the /eɪ/ sound spelt ei, eigh, or ey
- uses further prefixes and suffixes and understand how to add them:
 - o prefixes: in-, il-, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- ;
 - o suffixes:- ation, -ly, -ous
- adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation)
- spells homophones and near-homophones (as set out in NC English Appendix 1) >>
- spells words that are often misspelt - common exception words (English Appendix 1) >>>
- places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)

**Range of punctuation taught up to Year 3:

Capital letters (sentence punctuation)

Full stops (sentence punctuation)

Capital letters (proper nouns)

Question marks

Exclamation marks

Commas for lists

Apostrophes for contractions

Apostrophes for singular possession

Inverted commas around direct speech

*** Y1 grammatical terms

letter
capital letter
word
singular
plural
sentence
punctuation
full stop
question mark
exclamation mark

Y2 grammatical terms

noun
noun phrase
expanded noun phrase
statement
question
exclamation
command
compound
suffix
adjective
adverb
verb
present tense
past tense
apostrophe
comma
proper noun

Y3 grammatical terms

preposition
conjunction
word family
prefix
main clause
subordinate clause
direct speech
inverted commas
consonant
vowel
consonant letter vowel (e.g. h in hour)
present perfect form

Year 3 - Writing Targets

>> Year 3/4 - Homophones and near-homophones

accept/except,	meat/meet,
affect/effect, ball/bawl,	medal/meddle,
berry/bury,	missed/mist,
brake/break, fair/fare,	peace/piece,
grate/great,	plain/plane,
groan/grown,	rain/rein/reign,
here/hear,	scene/seen,
heel/heal/he'll,	weather/whether,
knot/not, mail/male,	whose/who's
main/mane,	

>>> Year 3/4 - Common exception words

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	