



English

Key Learning Indicators of Performance in Writing: Year 3

Composition		Transcription									
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting								
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in <u>English Appendix 2</u> indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech ▶ use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately when discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas ▶ draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▶ evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▶ proof-read for spelling and punctuation errors ▶ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Spelling (see <u>English Appendix 1</u>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>) ▶ spell further homophones ▶ spell words that are often misspelt (<u>English Appendix 1</u>) ▶ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▶ use the first two or three letters of a word to check its spelling in a dictionary ▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▶ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 								
<p>Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)</p>		<p>Spelling APPENDIX 1 (statutory requirement)</p>									
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