

Year 3			
B	W	S	S+
<p>Pupil can:</p> <p>In Narratives: Use given settings and characters to describe. Retell familiar and known stories in chronological order with support</p> <p>In non- narratives: Identify what subheadings are but not yet use them in independent writing.</p> <p>In all writing: With support, choose appropriate tense for writing but this is not maintained throughout (past for events that have happened and present for events that are happening now) With support can use sentences that are sequenced in a logical order but is not maintained throughout a piece. Using mostly simple sentences and some compound sentences with support. Explain what prepositions of place are but cannot yet use this independently in their writing. Basic punctuation is mostly accurate, (e.g full stops, capital letters, question marks, commas in a list, exclamation marks) Use of apostrophes in contractions is mostly accurate Add adjectives to a noun phrase to make an expanded noun phrase although language may be repetitive.</p>	<p>Pupil can:</p> <p>In Narratives: Use given settings and characters to describe adding some of their own ideas. Retell familiar and known stories in chronological order with support adding some of their own ideas.</p> <p>In non- narratives: Begin to use given sub-headings to organise information with support.</p> <p>In all writing: Begin to independently use past and present tense correctly with increasing accuracy. Write sentences that are sequenced in a logical order but is not maintained throughout a piece. Using mostly simple sentences and some compound sentences with support. With support can use given simple prepositions to indicate place. (under, behind, in front of, on, in etc.) Basic punctuation is mostly accurate, (e.g full stops, capital letters, question marks, commas in a list, exclamation marks) Use of apostrophes in contractions is mostly accurate and with support a wider range is introduced but not yet used in writing. Add adjectives to a noun phrase, including a comma with support and</p>	<p>Pupil can:</p> <p>In Narratives: Begin to use description to create their own characters and settings using models e.g- stories, films and pictures Begin to use planning tools to create their own plots in some writing.</p> <p>In non- narratives: Begin to use given sub-headings to organise information.</p> <p>In all writing: Independently choose appropriate tense for writing but this is not maintained throughout (past for events that have happened and present for events that are happening now) Consistently write sentences that are sequenced in a logical order. With support using simple and compound sentences within a piece of writing. Can use simple prepositions to indicate place. (under, behind, in front of, on, in etc.) Basic punctuation is mostly accurate, (e.g full stops, capital letters, question marks, commas in a list, exclamation marks) Use of apostrophes in contractions is mostly accurate a wider range beginning to be used more regularly. Add adjectives to a noun phrase, including a comma to make an expanded</p>	<p>Pupil can:</p> <p>In Narratives: Begin to select their own planning tools (storyboard, story map, story mountain)</p> <p>In non- narratives: Begin to choose appropriate sub-headings in some of their writing- may not always be appropriate.</p> <p>In all writing: Independently choose appropriate tense and use mostly accurately throughout writing (past for events that have happened and present for events that are happening now) Use a range of given prefixes to include in independent writing. Use a and an accurately most of the time Beginning to understand that homophones are words that sound the same but have different spellings- these are often confused Hand writing is increasingly legible and consistent. Understand that some adjacent letters are best left un-joined.</p>

<p>Understand that inverted commas go around the words spoken but not yet used.</p> <p>Spell most words correctly (year 1 and 2)</p> <p>Understand that a prefix is a group of letters at the start of a word to change its meaning.</p> <p>Recognise that some words are preceded by a or an</p> <p>Handwriting is consistent in size and spacing with some attempts to join letters.</p>	<p>reminders to make an expanded noun phrase although language may be repetitive.</p> <p>Begin to use inverted commas around the words spoken with support. (not always accurate)</p> <p>Spell most words correctly (year 1 and 2)</p> <p>Spell some words correctly (Year 3 and 4)</p> <p>Begin to use some of prefixes to form nouns e.g- super-, anti-, auto-</p> <p>Begin to recognise that words beginning with a vowel are preceded by an and words beginning with consonant are preceded by a - this is not always accurate in their writing.</p> <p>Handwriting is consistent in size and spacing with increasing attempts to join letters.</p>	<p>noun phrase although language may be repetitive.</p> <p>Use inverted commas around the words spoken with increasing accuracy.</p> <p>Spell most words correctly (year 1 and 2)</p> <p>Spell some words correctly (Year 3 and 4)</p> <p>Begin to use a wider range of prefixes to form nouns e.g- super-, anti-, auto-</p> <p>Use a and an accurately some of the time</p> <p>Make increasing attempts to join letters and is beginning to recognise that some letters are best left unjoined.</p>	
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