

### Year 3 - Writing Standards

**A child will have met the Year 3 'standard' by successfully achieving each of these statements.**

<b>Composition</b>	I can plan my writing by talking about the important parts in a story, poem or non-fiction text and can re-edit it.
	I can draft and write by composing by saying sentences out loud, making improvements by saying words out loud and using the best words that I know.
	I can use paragraphs as a way of grouping parts of my writing.
	I can draft and write narratives creating characters, settings and plot.
	I can draft and write non-narrative material using headings and sub-headings to organise my work.
	I can evaluate and edit my writing by making changes to make it more interesting.
	I can proof-read checking for errors including checking full-stops, apostrophes, commas, question marks, exclamation marks and inverted commas for direct speech.
<b>Handwriting</b>	I can use the diagonal and horizontal strokes that are needed to join letters.
	I can write so that my letters are easy to read, all the same way up and the same size. My writing is spaced so that my letters do not touch.
<b>Vocabulary, grammar and punctuation</b>	I can create new words using a range of prefixes e.g. super-, anti-, auto-
	I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with he went out to play.
	I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.
	I can talk about time, place and cause using e.g. when, before, after, while, so, because. Adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during and in.
	I can begin to use inverted commas to punctuate direct speech.
	I understand the following words: noun, noun phrase, command, question, exclamation, suffix, prefix, adjective, apostrophe, tense and comma.
	I can use the prefixes un-, dis-, mis-, re-, pre-.
<b>Spelling</b>	I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture and nature.
	I can spell homophones like fair/fare, break/brake, grate/great, heel/heal, mail/male, meat/meet, piece, peace, plain/plane.
	I can spell words that are often misspelt – see English Appendix 1.
	I can spell words with the 'i' sound spelt 'y' e.g. myth and gym.
	I can add suffixes to spell longer words, including – meant, -ness, -full, -ly.
	I can spell words with the 'u' sound spelt 'ou' e.g. young and touch.
	I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
	I can spell words with the 'sh' sound spelt 'ch' e.g. chef or machine.
	I can spell words with the 'ay' sound spelt 'eigh' or 'ey' e.g. eight or they.
	I can use the first two or three letters of a word to check its spelling in a dictionary.