



## Year 3 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Year 2 Re-cap:</b>            What is a noun?            Adding prefix <i>super</i>, <i>anti</i>, <i>auto</i> to nouns.</p> <p>What is a verb? Introduce present perfect form of verbs (<i>has/have</i>)</p> <p>Know that a main clause has a subject and a verb.</p> <p>What is an adjective? Re-cap expanded noun phrases, using commas in a list.</p> <p>Identify the subject of a sentence; pronouns and proper nouns.</p> <p>What is an adverbial? Write sentences using adverbs and adverbials to provide more information about the verb.</p> <p><b>Revisit and review</b>  <b>Gap analysis</b></p>	<p>Re-cap co-ordinating conjunctions.            Introduce coordinating conjunctions; <i>for</i>, <i>nor</i>, <i>yet</i>, <i>so</i>.</p> <p>What is a preposition?</p> <p>Write sentences using prepositions and prepositional phrases <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>.</p> <p>What is a paragraph?            What is a consonant?            What is a consonant letter vowel?            What is a vowel letter?            Use of a and an.</p> <p>Re-cap sub-ordinating conjunctions; <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction; <i>until</i>, <i>although</i>, <i>even</i> and use them in a sentence.</p>	<p>Use headings and subheadings to aid presentation.</p> <p>Express time, place, cause using adverbs (<i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>).</p> <p>Revisit adverbials? Write sentences using adverbs and adverbials to provide more information about the verb, adding suffix <i>ly</i>.</p> <p>Start to use paragraphs independently.</p> <p>Continue a and an.</p> <p>Re-cap co-ordinating conjunctions. Introduce coordinating conjunctions; <i>for</i>, <i>nor</i>, <i>yet</i>, <i>so</i>.</p>	<p>Spoken words (direct speech in narrative) go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Re-cap sub-ordinating conjunctions; <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction; <i>until</i>, <i>although</i>, <i>even</i> and use them in a sentence.</p>	<p>Re-cap sub-ordinating conjunctions; <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i> and use them in a sentence.</p> <p>Introduce subordinating conjunction; <i>until</i>, <i>although</i>, <i>even</i> and use them in a sentence.</p> <p>Use co-ordinating and subordinating conjunctions independently.</p> <p>Choose a pronoun and noun for cohesion, avoiding repetition.</p> <p>Use paragraphs.</p> <p>Secure a and an.</p> <p><b>Revisit and review</b>  <b>Gap analysis</b></p>	<p>Spoken words (direct speech in narrative) go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Write narrative direct speech, using all skills, independently.</p> <p><b>Revisit and review</b>  <b>Gap analysis</b></p>

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<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Form capital letters.</li> <li>Form lower-case letters in the correct direction</li> </ul>	<ul style="list-style-type: none"> <li>cursive script</li> <li>anti clockwise letters a, c, g, d, o, q</li> <li>the vowels a, e, i, o, u</li> </ul>	<ul style="list-style-type: none"> <li>tall letters b, d, f, h, k, l, t</li> </ul>	<ul style="list-style-type: none"> <li>long letters f, g, j, p, q, y,</li> </ul>	<ul style="list-style-type: none"> <li>lumpy letters h, m, n, r</li> <li>All other letters v, w, x, z</li> </ul>	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>