Developing Knowledge in Writing: Year 3

Composition
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (E.g. one-sentence paragraphs or ideas loosely organised.)
Uses simple organisational devices in non-narrative writing. (E.g. headings and subheadings).
Proofreads for spelling and punctuation errors.
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
Discusses and records ideas and makes notes.
Composes and rehearses sentences orally, (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Creates settings, characters and plot in narratives, with some attempt to elaborate on basic information or events. (E.g. using adjectives in expanded noun phrases).
Assesses the effectiveness of their own and others' writing and suggests improvements.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (E.g. I, you, he, she, they, my, your, her, his, their, etc.)
Up-levels, using the purple polishing pen.
Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.
Vocabulary, grammar and punctuation
Starts to use inverted commas to punctuate direct speech. (E.g. "Hello," said Bob.)
Attempts to use paragraphs as a way to group related materials.
Makes some use of the present perfect form of verbs. (E.g. He has eaten. They have gone.)
Expresses time, place and cause, using conjunctions. (E.g. when, before, after, while, because).
Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. (E.g. a rock, an open box).
Shows an awareness of headings and subheadings to aid presentation.
Expresses time, place and cause, using adverbs. (E.g. Then, next, soon, therefore).
Expresses time, place and cause using prepositions. (E.g. during, after, in, because of).
Shows understanding of the formation of nouns, using a range of prefixes. (E.g. super… superhuman, anti… antidote, auto… autograph).
Shows knowledge of word families based on common words, showing how words are related in form and meaning. (E.g. solve, solution, solver, dissolve, insoluble).
Transcription Spelling
Uses prefixes and suffixes to understand how to add them to root words. (NC Appendix 1)
Spells further homophones. (E.g. ate, eight)
Identifies commonly misspelt words and attempts to correct them. (NC Appendix 1)
Understands how to place the apostrophe in words with singular nouns (E.g. the girl's toy, the child's dog) as well as in regular plurals. (E.g. The boys' team… The foxes' health).
Uses the first two or three letters in a word to check its spelling in a dictionary.
Writes, from memory, simple sentences, dictated by the teacher, which include words and punctuation taught so far.
Transcription Handwriting
Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.
Increases the legibility, consistency and quality of their handwriting, e.g., by ensuring that the downward letters are parallel and equidistant.
Increases the legibility, consistency, and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Starts to use joined handwriting for neat work, as modelled, with consistently sized and proportioned letters. (Capitals should be about twice the height of a small a or m).

Claytons