

I am a St. Wilfrid's Writer Assessment

Autumn Term – Year 3 Entering

Handwriting

Use the diagonally and horizontal strokes that are needed to join letters.

Planning, Composition and Editing

Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Use a class story map (with pictures) to plan the order of my story.

Use the class story map to share sentences that may be included in my story.

Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.

Make corrections, revisions and additions.

Read aloud writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar and Punctuation

Understanding what a noun, adjective, verb, adverb means.

Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.

Use a comma to separate adjectives when describing a noun.

Use similes to add description to my writing.

Use powerful verbs to make my writing more interesting.

Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.

Use adverbs of manner as openers (fronted adverbials)

Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).

Use a comma before some co-ordinating conjunctions (or, but, so)

Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)

Use prepositions to express place.

Use a question in a non-fiction introduction.

Use a colon before a list in instructional writing (what you need:)

Use tense accurately most of the time.

Use verb tenses correctly most of the time (was/were) (is/are).

Use of a comma to list expanded noun phrases.

Spelling

address	answer	appear	arrive	breath	breathe	build
busy	calendar	complete	consider	continue	decide	different
describe	early	earth	exercise	experiment	extreme	February
forward	fruit	group	heard	heart	history	imagine
increase	important	interest	island	learn	natural	often
perhaps	popular	possible	promise	quarter	question	recent
regular	reign	remember	straight	strange	surprise	forwards

suffix ly (no change to root word) (kindly, friendly, properly)

Homophones/near homophones brake/ break, grate/great, eight/ ate, weight/wait, son/sun, heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign

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Spring Term – Year 3 Developing

Handwriting

Ascenders and descenders do not interfere with writing on the line above and below.

Planning, Composition and Editing

Use my own story map (with pictures) to plan the order of my story.

Use my own story map (with pictures) to rehearse all the writing skills that need to be included.

Grammar and Punctuation

Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)

Use short sentences to make key points.

Change the place of the adverb in the sentence.

Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.

Use inverted commas at the start and end of speech.

Put the reporting clauses at the end of speech.

Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.

Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.

Use ellipses to build suspense.

Organise similar ideas into paragraphs in non-fiction writing.

Use a subheading to guide the reader.

Start a new paragraph to show a change in time in narrative writing.

Accurately place the possessive apostrophe in words with regular plurals (girls' boys')

Spellings

The /ɪ/ sound spelt 'y' elsewhere than the end of words (myth, gym, Egypt, pyramid, mystery)

Words ending with the /g/ sound spelt '-gue' (league, tongue) the /k/ sound spelt '-que' (antique, unique)

/ʃ/ sound spelt ch (chef, chalet, machine, brochure)

Words with the /k/ sound spelt 'ch' (Greek in origin) (scheme, chorus, chemist, echo, character)

The /ʌ/ sound spelt 'ou' (young, touch, double, trouble, country)

Words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight, weight, neighbour), or 'ey' (they, obey, prey)

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Summer Term – Year 3 Secure

Handwriting

My handwriting style is consistent throughout my work.

Planning, composition and editing

Referring to the story map, start a new paragraph when the setting, action or time change in narrative writing.

Retrieve information from a non-fiction text and note down ideas under given subheadings.

Up-level word choices

Make appropriate additions to the writing.

Grammar and Punctuation

Use two –ly adverbs in a sentence.

Use adverbs to show when something happened (Time)

Use adverbs to show where something happened. (Place)

Use adverbs to show cause.

Begin to use a comma after the opener (fronted adverbial)

Use conjunctions to show when something happened. (time)

Use conjunctions to show cause.

Use conjunctions for place

Use prepositions to express time.

Use preposition to show cause.

Use the Present Perfect Tense.

Use the possessive apostrophe in words with irregular plurals (children's).

Spelling

prefixes (root word unchanged): /dis/ (disappoint, disagree, disobey, dislike, disembark, disinfect, disconnect, disappear, disqualify, displease, disown, dislike)

prefixes (root word unchanged): /mis/ (misbehave, miscalculate, misplace, miscount, misdeal, misfire, misfortune, mishear, misinform, misread, mistake)

prefixes (root word unchanged): /re/ (rebound, revisit, rewrite, return, rebuild, recycle, recall, refill, reform, retreat, recede, replace, replay, repay)

prefixes (root word unchanged): /super/ (supernatural, Superman, supernova, superpower).

prefixes (root word unchanged): /auto / (automatic, autograph, autobiography, automobile)

prefixes (root word unchanged): /sub/ (submarine, submerge, subtitle, subscription)

prefix anti- (antidote, antibiotic, antifreeze, antiseptic, anti-freeze).

Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)