

Year Three – Writing Age-Related Expectations

Writing Year 3 – AREs
Spell many Y3 exception words correctly
Spell many unknown words using phonic knowledge and knowledge of suffixes (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto,
Spelling and using many homophones correctly
Use descriptive language to establish a specific setting in writing
Organise paragraphs around a theme and demonstrate clear sections
Use conjunctions to begin to create more complex sentences with a subordinate clause
Opening and closing sentences are signalled
Proof read for spelling and punctuation errors
Use a wider range of conjunctions, including when, if because, although, since
Use of the perfect form of verbs to mark relationships of time and cause
Use tenses consistently (past, present, imperative)
Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition and ensure there is a grammatical agreement in speech and writing of pronouns and verbs (e.g. I am, we are etc) in Standard English.
Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i> , or prepositions (e.g. <i>before, after, during, in, because of</i>)
Continue to use inverted commas (speech marks) around the words of a speaker in direct speech combined with other dialogue punctuation. Explore reported clauses and synonyms for 'said'.
Use commas to separate items in a list and become aware of commas in marking grammatical boundaries/ clauses within sentences.
Using the diagonal and horizontal joins correctly. Writing ascenders and descenders in proportion