



Leamington Primary Writing Moderation Sheets

Year 3



| Working at the expected standard: | |
|---|--|
| Composition | |
| Organise paragraphs around a theme: | |
| In narratives, creating settings, characters and plot | |
| In non-narrative material, using simple organisational devices [for example, headings and sub-headings] | |
| Handwriting | |
| Increase the legibility, consistency and quality of their handwriting [For example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | |
| Spelling | |
| Use further prefixes and suffixes and understand how to add them (English Appendix 1). | |
| Spell further homophones. | |
| Spell words that are often misspelt (English Appendix 1). | |
| Begin to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. | |
| Write from memory simple sentences, dictated by the teacher, that includes words and punctuation which has been taught. | |
| Vocabulary, Grammar and Punctuation | |
| Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, but not consistently. | |
| Begin to use the present perfect form of verbs in contrast to the past tense. | |
| Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | |
| Use some conjunctions, adverbs and prepositions to express time and cause be aware of fronted adverbials. | |
| Begin to use commas after fronted adverbials. | |
| Begin to indicate possession by using the possessive apostrophe with plural nouns. | |
| Begin to use and punctuating direct speech. | |

| Working at greater depth within the expected standard: | |
|--|--|
| I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. | |
| I can spell words with endings which sound like 'zhun' e.g. division, decision. | |
| I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. | |
| I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. | |
| I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. | |
| I can re-read my work to improve it for my audience. | |
| I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. | |
| I can create new words using a range of prefixes including super-, anti-, auto-. | |
| I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. | |
| I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. | |