

Writing and SPaG Objectives

Year Three

Spelling Patterns

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

Dis- prefix (disappoint)	Mis-prefix (misbehave)	In- prefix (inactive)	Il- prefix (illegal)	Im- prefix (imperfect)	Ir- prefix (irregular)	Re- prefix (refresh)	Sub- prefix (subheading)	Inter-prefix (interact)	Super-prefix (supermarket)
Anti- prefix (anti- clockwise)	Auto- prefix (autobiography)	-ation suffix (information)	-ly suffix (sadly, final)	Adding suffixes beginning with a vowel letter for words with more than one syllable (forgetting, beginner, gardener)			Homophones and near homophones		
Spelling Patterns									

High Frequency Words

I can read and spell the following 50 HFW.

WW5	promise	purpose	regular	quarter	remember	sentence	straight	strange	strength	woman/women
WW4	interest	learn	length	library	minute	occasion(ally)	often	perhaps	possible	probably
WW3	forward(s)	fruit	grammar	group	heard	heart	height	history	important	increase
WW2	decide	describe	different	difficult	disappear	early	earth	enough	favourite	February
WW1	accident(ally)	actual(ly)	address	answer	appear	believe	centre	century	certain	circle

Writing and SPaG Objectives

Year Three: **Pupil Name**

			I can choose and use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	I can spell words with the prefix auto-
			I can use commas after fronted adverbials.	I can spell words with the prefix anti-
			I can use fronted adverbials.	I can spell words with the prefix super-
		I can read aloud my writing to an audience using appropriate intonation and controlling the tone and volume so that the meaning is clear.	I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my reading and writing.	I can spell words with the prefix sub-
		I proof-read my work and check for spelling and punctuation mistakes.	I can punctuate direct speech using inverted commas.	I can spell words with the prefix re-
		I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	I use headings and sub-headings to structure and present my work.	I can spell words with the prefix ir-
		I can edit my own work and that of others, suggesting and making improvements.	I can use conjunctions to express time, place and cause in my writing.	I can spell words with the prefix im-
I can write simple sentences from memory that have been read to me, using the correct punctuation.		In non-narratives, I can organise my writing by using simple organisational devices.	I group ideas I write about into paragraphs.	I can spell words with the prefix il-
When using a dictionary, I am able to use the first two or three letters of a word to check meaning.		In narratives, I can organise my writing using different settings, characters and plot.	I know when to use 'a' or 'an' depending on what is next to the word.	I can spell words with the prefix in-
I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.		I can organise my work in paragraphs around a theme.	I can add prefixes to form new words, such as adding super-, anti-, or auto- to words.	I can spell words with the prefix mis-
I am able to spell words that are often misspelt.	My handwriting is legible with all the letters the same height and the correct distance apart from each other.	I can compose and rehearse sentences orally, using an increasing range of sentence structures and sophisticated vocabulary.	I can use adverbs and prepositions to express time and cause in my writing.	I can spell words with the prefix dis-
I can spell an increasing range of homophones.		I can discuss and record ideas to help me plan my writing.	I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.	I can spell word with the suffix -ly
I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.	I know which letters are appropriate to join when writing.	I plan my writing by discussing similar writing to understand and learn from its structure, vocabulary and grammar.	I can extend my range of sentences with more than one clause by using a wider range of conjunctions.	I can spell word with the suffix -ation
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules

