# END OF YEAR EXPECTATIONS YEAR 3 - WRITING

| Vocabulary, grammar and punctuation | Composition | Spelling | Handwriting |
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| As KS1 and:<br>▪ Explore and identify main and **subordinate clauses** in complex sentences.<br>▪ Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although, until, in case.*<br>▪ Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*<br>▪ Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually.*<br>▪ Use **inverted commas to** punctuate **direct speech (speech marks).**<br>▪ Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!*<br>▪ Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*<br>▪ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.<br>Explore and collect words with **prefixes** *super, anti, auto.* | As KS1 and:<br>Plan their writing by:<br>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions.<br>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.<br>▪ Discussing and recording ideas for planning.<br>▪ Creating and developing settings for narratives.<br>▪ Creating and developing characters for narrative.<br>▪ Creating and developing plots based on a model.<br>▪ Generating and selecting from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.<br>▪ Grouping related material into paragraphs.<br>▪ Using headings and sub headings to organise information.<br>Evaluate, and edit by:<br>▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.<br>▪ Discussing and proposing changes with partners and in small groups. | As KS1 and:<br>▪ Use further **prefixes** and **suffixes** and understand how to add them.<br>▪ Spell further homophones.<br>▪ Spell words that are often misspelt.<br>▪ Use the first two letters of a word to check its spelling in a dictionary.<br>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>▪ Learn to spell new words correctly and have plenty of practice in spelling them.<br>▪ Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys').<br>▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. | As KS1 and:<br>▪ Form and use the four basic handwriting joins.<br>Write legibly |

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| | ▪ Improving writing in the light of evaluation.<br>Perform their own compositions by:<br>Using appropriate intonation, tone and volume to present their writing to a group or class. | | |

# END OF YEAR EXPECTATIONS YEAR 4

| Vocabulary, grammar and punctuation | Composition | Spelling | Handwriting |
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| As above and:<br>▪ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*<br>▪ Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*<br>▪ *Create sentences with fronted **adverbials** for where* e.g. *In the distance, a lone wolf howled.*<br>▪ Use commas to mark clauses in complex sentences.<br>▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."*<br>▪ Identify, select and effectively use **pronouns.**<br>▪ Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*<br>▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*<br>Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.* | As above and:<br>Plan their writing by:<br>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.<br>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.<br>▪ Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*<br>Draft and write by:<br>▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.<br>▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s.<br>▪ Organising paragraphs in narrative and non-fiction.<br>▪ Linking ideas within paragraphs e.g. *fronted **adverbials** for when and where.*<br>▪ Generating and select from vocabulary banks e.g. *powerful adverbs, **adverbial** phrases, technical language, persuasive phrases, alliteration* appropriate to text type.<br>Evaluate and edit by:<br>▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.<br>▪ Discussing and proposing changes with partners and in small groups.<br>▪ Improving writing in light of evaluation<br>Perform own compositions for different audiences<br>Use appropriate intonation, tone and volume to present their writing to a range of audiences | As above and:<br>▪ Use further prefixes and suffixes and understand how to add them.<br>▪ Spell further homophones.<br>▪ Spell words that are often misspelt.<br>▪ Use the first three letters of a word to check its spelling in a dictionary.<br>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>▪ Learn to spell new words correctly and have plenty of practice in spelling them.<br>▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's).<br>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology | As above and:<br>▪ Write with consistency in size and proportion of letters, e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.* |

# End of Year Expectations Year 3 and 4