



Working at the expected standard in Y3

preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

write for both fictional and non-fictional **purposes**, drawing on their reading to inform the vocabulary and grammar of their writing

Purpose refers to the reason for the writing, e.g. to persuade the reader, to entertain them, to share information, to warn, to advise, to explain.

- **entertain** – to make the reader enjoy reading
- **persuade** – to change a reader's opinion
- **advise** – to help people decide what to do
- **analyse** – to break down something to help people to understand it better
- **argue** – to make the case for something
- **describe** – to give details about a person, place, event or thing
- **explain** – to make clear why or how something works
- **inform** – to tell a reader about something
- **instruct** – to tell a reader how to do something

Consider the language choices:

- **The tone** – is it chatty or formal?
- **The words** – does it use specialist vocabulary, or easy words, or polysyllabic vocabulary?
- Does it use **Standard English** or **dialect**?

describe settings and characters using **expanded noun phrases**

- 'The beautiful, emerald sea' (setting) or 'A quiet, little boy' (character)
- 'The beautiful, dark emerald sea' (setting) or 'A quiet, little tiny boy' (character)
- One freezing cold night (setting)
- The very best night of his life (character)

Sentence of 3 for description

- The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
- Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

use a range of **co-ordinating** conjunctions

Coordination means combining two sentences or ideas that are of equal value.

- **Compound sentences** (*Coordination*) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)

co-ordinating conjunctions

for and nor but or yet so

Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.

- The game was over, **but** the crowd refused to leave.
- The student explained her question, **yet** the instructor still didn't seem to understand.

- Yesterday was her brother's birthday, **so** she took him out to dinner.
- She ate the sandwich quickly, **for** she was hungry. (As a conjunction, 'for' means the same as 'because'.)

use a range of **subordinating** conjunctions (time, place and cause)

subordinating conjunctions

Time – while, when, after, before, until, once, since e.g. Everyone watches **when** Kyle does back-flips. [introduces a subordinate clause]

Cause – because, since, as, that, so, why, whether, as if e.g. Joe can't practise kicking **because** he's injured. [introduces a subordinate clause] e.g.

Place – where, wherever e.g. Sally skips with her rope **where** the ground is flat.

NB: **however**, is an adverbial conjunct (also called a connective or conjunctive adverb), not a conjunction

use adverbs to express **time**, place and cause.

These **adverbs of time** are often used:

- to talk about the past: yesterday, the day before, ago, last week/month/year.
- to talk about the present: still, yet, while, when.

to talk about the future: soon, then, next week/month/year, in 2 days, tomorrow, the day after tomorrow.

use adverbs to express time, **place** and cause.

An **adverb of a place** is an **adverb** (such as here or inside) that tells *where* the action of a **verb** is or was carried out. Also called a **place adverbial** or a **spatial adverb**.

Common **adverbs** (or **adverbial** phrases) of **place** include above, anywhere, behind, below, downward, everywhere, forward, here, in, inside, left, near, outside, over there, sideways, underneath, and upward.

- Television programs produced in England are **seen worldwide**.
- Unfortunately, spiders can be **found everywhere**.
- When lining up, please **stand there** and be quiet.
- **Leave** the scooter **here**.
- **Leave** the pencil **on your desk**.
- The queen **stayed at the palace**.
- I heard a bird **singing somewhere not far away**.

use adverbs to express time, place and **cause**.

Adverb clauses of **cause** or reason are introduced by the subordinating conjunctions **because**, **as**, **since** and **that**.

- I sing **because** I like singing.
- He thinks he can get anything **as** he is rich.
- **Since** he has apologised we will take no further action against him.
- I am glad **that** you have come.

Notes:

The conjunction **that** is often omitted.

- I am glad you like it. OR I am glad **that** you like it.

As and **since** are used when the reason is already known to the listener.

- As it is raining again we will have to cancel the match.

As and **since**-clauses are relatively formal. In an informal style, the same idea can be expressed with **so**.

- It is raining again, **so** we will have to cancel the match.

Because-clauses are used to give information which isn't already known to the reader or listener.

Because he had not paid the bill, his electricity was cut off.

use **prepositions** to express **time**, place and cause

In: We use **in** with parts of the day, months, seasons, years, decades, and centuries.

- You should brush your teeth **in the morning** and **in the evening**.
- I'll see you **in September**.

We can also use **in** with periods of time to talk about how long from now something will happen.

- The game will finish **in an hour**.
- They'll be back **in a week**.

At: We use **at** with specific times and certain time expressions.

- He came **at 10 a.m.**

- **At the moment**, I think it's a good idea.

On: We use **on** with days, including dates, days of the week, holidays, and special occasions.

- They met **on 23 December 1997**.
- Let's meet **on 13th November**.

During: We use **during** to talk about a specific period of time that an event happens within.

- She fell asleep **during the concert**.
- I'll finish the job **during the week**.

For: We use **for** to talk about how long an action or situation lasts.

- We lived in Paris **for three years**.
- He's been doing his homework **for two hours**.

use **prepositions** to express time, **place** and **cause**

A preposition of place is a preposition which is used to refer to a place where something or someone is located. There are three prepositions of place, however they can be used to discuss an almost endless number of places.

- At – A preposition of place which is used to discuss a certain point
- In – A preposition of place which is used to discuss an enclosed space
- On – A preposition of place which is used to discuss a surface

Prepositions of place give you the ability to tell others where something is located.

- Jessie waited for Jim **at** the corner.
- We spent a quiet evening **at** home.
- I'm growing tomatoes **in** my garden.
- Marie was born in Guildford, Surrey.
- Please place the cup **on** the table.
- What's **on** the TV this evening?

These prepositions of **position** can also be used to refer to a place:

by, next to, beside, near, between, behind, in front of, under, below, over, above, across, through, to, into, towards, onto, from

use **prepositions** to express time, **place** and **cause**

Prepositions of cause are used to connect the reason for a particular situation with the other part of the sentence.

because, on account of, for, from, through, due to

Examples:

The match was cancelled **because** of the rain.

We didn't go **on account of** the bad weather.

He succeeded **for** many reasons.

You won't succeed **from** hard work alone.

The operation was successful only **through** the great skill of the surgeon.

The quarrel was **due to** the rudeness on both sides.

use correct tense **consistently**, including the **present perfect tense**

Simple past of regular **verbs**. The **simple past** is used to describe an action that occurred and was completed in the **past**.

The **simple past** is formed by adding –ed to the base form of the **verb** (the infinitive without to).

The **present perfect** of any **verb** is composed of two elements:

the appropriate form of the auxiliary **verb** to have (**present tense**), plus the past participle of the main **verb**.

The past participle of a regular **verb** is base+**ed**, e.g. played**ed**, arrived**ed**, looked**ed**.

- I have walked
- You have walked
- She has walked
- He has walked
- It has walked
- We have walked
- You have walked

- They have walked

Use of the perfect form of verbs to mark relationships of time and cause

- I **have written** it down so I can check what it said.

Use of present perfect instead of simple past.

- He **has left** his hat behind, as opposed to. He left his hat behind.

maintain Standard English forms, e.g. using a/an correctly

You use the article "a" before words that start with a consonant **sound** and "an" before words that start with a vowel **sound**. For example, *He has **a unique** point of view on the subject and talked about it for **an hour**.* The "u" in "unique" makes the "Y" sound—a consonant sound—therefore you use "a" as your article, while the "h" in "hour" sounds like it starts with "ow"—a vowel sound.

Inflections. Inflection is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical **forms**. Nouns are **inflected** in the plural, verbs are **inflected** in the various tenses, and adjectives are **inflected** in the comparative/superlative.

- I could **of** done it. (instead of *I could **have** done it*)
- **Me and Amy** went to the park. (instead of ***Amy and I** ...*)
- If I **was** better at cooking, I'd have a dinner party. (instead of *If I **were** ...*)
- **Who** did you want to speak to? (instead of ***Whom** did you want ...*)
- There were **less** than 20 people in the audience. (instead of *... **fewer** than 20 people ...*)

begin to use paragraphs to structure writing

Fiction:

Paragraphs to organise ideas into each story part

Extended vocabulary to introduce 5 story parts:

- **Introduction** –should include detailed description of setting or characters
- **Build-up** –build in some suspense towards the problem or dilemma
- **Problem / Dilemma** –include detail of actions / dialogue
- **Resolution** - should link with the problem
- **Ending** – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Non-fiction:

Paragraphs to organise ideas around a theme

Introduction

- Develop hook to introduce and tempt reader in e.g. *Who....? What....? Where....? Why....? When....? How....?*

Middle Section(s)

- Group related ideas /facts into paragraphs
- Subheadings to introduce sections /paragraphs
- Topic sentences to introduce paragraphs
- Lists of steps to be taken
- Bullet points for facts
- Flow diagram

Develop Ending

- Personal response
- Extra information / reminders e.g. Information boxes/
- Five Amazing Facts
- Wow comment

use simple organisational devices (e.g. headings or sub-headings) appropriately

Headings and subheadings organise content to guide readers. A **heading** or **subheading** appears at the beginning of a page or section and briefly describes the content that follows. They represent the key concepts and supporting ideas in non-fiction texts. They visually convey levels of importance. Differences in text format guide readers to distinguish the main points from the rest.

use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly

Key stage 1: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), word-spaces, paragraph breaks

- Yr3 – To use the above **mostly correctly** (expected) **accurately** (greater depth)
- Yr4 Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

begin to use **inverted commas** to punctuate speech

- Yr3 **Begin** to use inverted commas (expected)
Accurately use inverted commas (greater depth)
- Yr4 Use of inverted commas **and other punctuation** to indicate direct speech
[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

spell **most words** correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)

See spelling lists

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

use the diagonal and horizontal strokes needed to join **some** letters

make **simple** additions, revisions, and proof-reading **corrections** to their own writing

