Year 3 Punctuation pathway Grammar and sentence pathway

|  |  |
| --- | --- |
| **Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  Not expected Expected Exceeding | **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.**  Not expected Expected Exceeding |
| **Use subordination (using when, if, that, because) and co-ordinating (using or, and, but).**  Not expected Expected Exceeding | **Use range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands)**  Not expected Expected Exceeding |
| **Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.**  Not expected Expected Exceeding | **Experiment with a greater range of simple adverbials, including some fronted adverbials.**  Not expected Expected Exceeding |
| **Use commas to separate items in a list.**  Not expected Expected Exceeding | **Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.**  Not expected Expected Exceeding |
| **Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**  Not expected Expected Exceeding | **Begin to use paragraphs and understand that they should be organised around a theme**  Not expected Expected Exceeding |
| **Use spacing between words that reflects the size of the letters.**  Not expected Expected Exceeding | **Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decision, based on these, about the form the writing should take.**  Not expected Expected Exceeding |
| **Use inverted commas for direct speech.**  Not expected Expected Exceeding | **In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions appropriate to Year 3, including beginning to use some dialogue.**  Not expected Expected Exceeding |
|  | **Begin to choose nouns or pronouns appropriately for clarity and cohesion and to try and avoid repetition.**  Not expected Expected Exceeding |

Terminology

Pupils should be taught to understand and discuss the terms

Preposition, conjunction (in preference to joining word), word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks), paragraph, dialogue, heading, sub-heading, prepositional phrase.

Handwriting

Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Conjunction- as well as using the conjunctions from Year 2.

Although, after, before, unless, however, without warning, therefore, whenever, while.