



Name		Class of	
SPaG: Planning & Assessment Y3			
Statements	3	7	10, including all bold KPIs
Attainment	Year 3 Emerging	Year 3 Developing	Year 3 Secure
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas as possible. <i>Ensure you have identified and dated where children have achieved each statement in the boxes below.</i>			

Y3 SPaG		Date when statement has been achieved.		
Transcription – Spelling	Revision from Y1 and 2: pay attention to suffixes.			
	Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3 /4)).			
	Spell further homophones.			
	Spell words that are often misspelt (English Appendix 1 (Year 3 /4)).			
	Place the possessive apostrophe accurately in words with regular plurals [<i>for example, girls', boys',</i>]and in words with irregular plurals [<i>for example, children's</i>].			
	Use the first two or three letters of a word to check its spelling in a dictionary.			
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Vocabulary, Grammar and Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i>			
Word	Formation of nouns using a range of prefixes, such as super-, anti-, auto-;			
	Use the forms a or an according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box);			
	Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).			
Sentence	Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because,),adverbs (eg, then, next, soon, therefore),or prepositions(eg, before, after, during, in, because of).			
Text	Correct choice and consistent use of present tense and past tense throughout writing.			
	Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting).			
Paragraph	Introduction to inverted commas to punctuate direct speech.			
Vocabulary, Grammar and Punctuation continued	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i>			
Text	Introduction to paragraphs as a way to group related material.			
	Headings and sub-headings to aid presentation.			
	Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play).			
Terminology for pupils	Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading (<i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>)).			