

INSTIL



Vocabulary Punctuation Grammar

I know the meanings of these words and can find examples in reading:

Year 3 Vocabulary, Punctuation and Grammar
 pronoun
 possessive pronoun
 adverbial
 determiner
 plural and possessive
 verb inflections

- I can extend my range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- I can use the present perfect form of verbs to mark relationships of time and cause
- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use fronted adverbials
- I can use commas after fronted adverbials
- I can indicate possession by using the possessive apostrophe with plural nouns using and punctuating direct speech
- I can understand the difference between standard English verb inflections and local spoken forms



INSPIRE



I can plan my writing by:

- discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for examples headings and sub-headings)

I can evaluate and edit by:

- assessing the effectiveness of my own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

INNOVATE



I can create and shape texts to:

- Persuade
- Inform
- Recount
- Instruct
- Imagine
- Perform

I can do this independently by :

- adopting viewpoints
- using a lively sense of pace
- use opinion, sense of humour to engage the reader
- including relevant content chosen for interest
- organising ideas appropriately to suit purpose and reader
- using different techniques to engage and entertain the reader

