

Year 3 Lea Writing Ladders

Vocabulary and grammar

1. I can use a range of sentences with more than one clause and using conjunctions: *when, if, because, although*
2. I can use adverbs eg: *as soon, next, then, therefore*
3. I can use prepositions eg: *before, during, after*
4. I can use the present perfect form eg: *he has written a story* not: *he wrote a story*
5. I am familiar with the terms:
 6. Adverb
 7. Preposition
 8. Conjunction
 9. Word family
 10. Prefix
 11. Clause
 12. Subordinate clause
 13. Direct speech
 14. Consonant
 15. Vowel
 16. Inverted commas

Punctuation

I can use mostly correctly:

17. capital I for the pronoun,
18. full stops,
19. capital letters,
20. question marks,
21. commas in lists,
22. apostrophes for contracted form
23. exclamation marks,
24. singular possession
25. inverted commas to punctuate direct speech

Handwriting

26. I can use the diagonal and horizontal strokes that are needed to join letters

Composition, Text Structure and Organisation

27. I am beginning to discuss models of writing, noting its structure, grammatical features and use of vocabulary
28. I can discuss and record ideas independently
29. I am beginning to use paragraphs

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Composition, Text Structure and Organisation ctd

30. I am beginning to use a rich and varied vocabulary
- In fiction I am beginning to create:
31. Characters
 32. Settings
 33. Plots
34. In non-fiction, I can use headings and sub-headings
 35. I can compose and rehearse sentences orally with a partner
 36. I can assess the effectiveness of my writing and make improvements independently
 37. I can practice proof-reading for spelling and grammar
 38. I can read aloud my own writing with the appropriate intonation

Spelling

39. I can write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far
40. I can use the correct form of **a** or **an** eg: *a box, an egg*
41. I recognise word families eg: *solve/solution/solver/dissolve, insoluble*
42. I can spell 5-15% of year 3 4 words
43. I can spell 16 -25% of year 3 4 words
44. I know 5-15% of the spelling patterns and rules in the year 3 4 appendix (see below)
45. I know 16-25% of the spelling patterns and rules in the year 3 and 4 appendix (see below)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <i>-s</i> is not added if the plural already ends in <i>-s</i> , but <i>'s</i> added if the plural does not end in <i>-s</i> (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the <i>'s</i> suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Autumn = pink, Spring = yellow, Summer = green

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /t/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /n/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in/into'. In the words given here it means 'not'.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with l, in- becomes il.	illegal, illegible
	Before a root word starting with m or p, in- becomes im-	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with r, in- becomes ir-.	irregular, irrelevant, irresponsible
	re- means 'again' or 'back'.	re-: redo, refresh, return, reappear, redecorate
	sub- means 'under'.	sub-: subdivide, subheading, submarine, submerge
	inter- means 'between' or 'among'.	inter-: interact, intercity, international, interrelated (inter + related)
	super- means 'above'.	super-: supermarket, superman, superstar
	anti- means 'against'.	anti-: antiseptic, anti-clockwise, antisocial
	auto- means 'self' or 'own'.	auto-: autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion.	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous