

Terminology for pupils

By the end of year 3 pupils should be able to recognise and use the grammatical terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').

	B1	B2	B3
<u>Composition</u>	Uses conjunctions to express time, place and cause [for example, when, before, after, while, so, because] some of the time.	Uses conjunctions to express time, place and cause [for example, when, before, after, while, so, because] many times.	Uses conjunctions to express time, place and cause [for example, when, before, after, while, so, because] most of the time.
	Uses adverbs to express time, place and cause adverbs [for example, then, next, soon, therefore] some of the time.	Uses adverbs to express time, place and cause adverbs [for example, then, next, soon, therefore] many times.	Uses adverbs to express time, place and cause adverbs [for example, then, next, soon, therefore] most of the time.
	Uses prepositions to express time, place and cause [for example, before, after, during, in, because of] some of the time.	Uses prepositions to express time, place and cause [for example, before, after, during, in, because of] many times.	Uses prepositions to express time, place and cause [for example, before, after, during, in, because of] most of the time.
	Uses sentence structures appropriate to the writing task.	Uses a variety of sentence structures appropriate to the writing task.	Uses an increasing range of sentence structures appropriate to the writing task.
	Can group related material some of the time.	Can group related material into paragraphs some of the time.	Can group related material into paragraphs most of the time.
	Can use headings and sub-headings to aid presentation some of the time.	Can use headings and sub-headings to aid presentation many times.	Can use headings and sub-headings to aid presentation most of the time.
	Can use the present perfect form of verbs instead of the simple past some of the time.	Can use the present perfect form of verbs instead of the simple past many times.	Can use the present perfect form of verbs instead of the simple past most of the time.
	In narratives, can sometimes create settings.	In narratives, can sometimes create settings and plot.	In narratives, can sometimes create settings, characters and plot.
	Can propose changes to grammar and vocabulary to improve consistency some times.	Can propose changes to grammar and vocabulary to improve consistency many times.	Can propose changes to grammar and vocabulary to improve consistency most of the time.
<u>Spelling</u>	Uses some prefixes to form nouns [for example super-, anti-, auto-].	Uses many prefixes to form nouns [for example super-, anti-, auto-].	Uses a range of prefixes to form nouns [for example super-, anti-, auto-].
		Can spell some further homophones correctly, e.g. aloud/allowed and whether/weather.	Can spell some further homophones correctly, e.g. aloud/allowed and whether/weather. And near homophones wary/weary.

			Uses word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] within writing.
	Can correctly spell some of the words from the Year 3 and 4 Statutory Spelling list.	Can correctly spell some of the words from the Year 3 and 4 Statutory Spelling list.	Can correctly spell many of the words from the Year 3 and 4 Statutory Spelling list.
	Can correctly apply some of the spelling patterns from the Year 3 and 4 curriculum.	Can correctly apply some of the spelling patterns from the Year 3 and 4 curriculum.	Can correctly apply many of the spelling patterns from the Year 3 and 4 curriculum.
	Can use some examples of varied and rich vocabulary.	Can use many examples of varied and rich vocabulary.	Uses varied and rich vocabulary in writing.
	Can proofread for spelling errors some times.	Can proofread for spelling errors most of the time.	Can proofread for spelling errors many times.
<u>Handwriting</u>	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		
	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		
<u>Punctuation</u>	Can use the forms a or an according to whether the next word begins with a consonant or a vowel some of the time.	Can use the forms a or an according to whether the next word begins with a consonant or a vowel most of the time.	Can use the forms a or an according to whether the next word begins with a consonant or a vowel all of the time.
	Use inverted commas to punctuate direct speech correctly some of the time.	Use inverted commas to punctuate direct speech correctly many times.	Use inverted commas to punctuate direct speech correctly most of the time.
	Can proofread for punctuation errors some times.	Can proofread for punctuation errors many times.	Can proofread for punctuation errors most of the time.