

**Steps 22 to 24 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum: Lower Key Stage 2 Total Stars (34)\* 5 KPIs**

Step 21 must have been attained	Step	22, Entering Y3		23, Developing Y3		24, Secure Y3	
	Typical attainment time	Autumn Y3		Spring Y3		Summer Y3	
	Stars routinely required	2 Spelling	7 VGP	5 Spelling	14 VGP	7 Spelling	22 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. \* Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 4.

**Year 3 pupils would not typically achieve the spelling statements during their Y3 year. Attainment of the embedded statements would be typical for Year 4 pupils in the summer of Year 4.**

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation continued	★ B	★ P	★ E
<p><b>Revision from Y1 and 2: pay attention to suffixes.</b></p> <ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).</li> <li>❖ Spell further homophones.</li> <li>❖ Spell words that are often misspelt (English Appendix 1 (Year 3/4)).</li> <li>❖ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> <li>❖ Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>❖ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ Formation of nouns using a range of prefixes, such as super-, anti-, auto- ;</li> <li>❖ <u>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box);</u></li> <li>❖ Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ <u>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).</u></li> </ul> <p><b>Paragraph</b></p> <ul style="list-style-type: none"> <li>❖ <u>Introduction to inverted commas to punctuate direct speech.</u></li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to paragraphs as a way to group related material.</li> <li>❖ <u>Headings and sub-headings to aid presentation.</u></li> <li>❖ <u>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).</u></li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ 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 letter, inverted commas (or 'speech marks')</i>).</li> </ul>			

★:B Beginning to      ★ P Progressing      ★ E Embedded      VGP Vocabulary, Grammar & Punctuation

