**Year 3 Writing Checklist**

Children must be secure in standard preceding before being assessed at EXS or GDS.

Writing expectation for Year 3: 3 paragraphs of 4-5 sentences.



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| **Working towards the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| **Date:** | |  |  |  |  |  |  |
| * using writing for a range of purposes: draft character setting and   plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * trying present perfect forms of verbs | |  |  |  |  |  |  |
| * trying using conjunctions to show time, place and cause | |  |  |  |  |  |  |
| * using simple expanded noun phrases | |  |  |  |  |  |  |
| * **using mostly correctly:** | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |
| * **making some correct use of:** | commas for lists |  |  |  |  |  |  |
| apostrophes for basic contractions |  |  |  |  |  |  |
| * spelling all words correctly (year 1 and 2) | |  |  |  |  |  |  |
| * spelling some words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * producing legible joined handwriting | |  |  |  |  |  |  |
| **Working at the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * using writing for a range of purposes: draft character setting and   plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * creating | |  |  |  |  |  |  |
| * using present perfect forms of verbs | |  |  |  |  |  |  |
| * trying paragraphs to group ideas together | |  |  |  |  |  |  |
| * using conjunctions to show time, place and cause | |  |  |  |  |  |  |
| * using a and an correctly | |  |  |  |  |  |  |
| * using expanded noun phrases | |  |  |  |  |  |  |
| * **using a range of punctuation taught at LKS2: and using mostly correct use:** | commas for lists |  |  |  |  |  |  |
| apostrophes for contractions |  |  |  |  |  |  |
| inverted commas for speech |  |  |  |  |  |  |
| * spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * mostly producing legible joined handwriting | |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * using writing for a range of purposes: draft character setting and plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * maintaining a wide range of conjunctions to show time, place   and cause | |  |  |  |  |  |  |
| * accurate use of a and an | |  |  |  |  |  |  |
| * **using the full range of punctuation taught at LKS2 mostly correctly, including:** | inverted commas for speech |  |  |  |  |  |  |
| apostrophes for possession  and contractions |  |  |  |  |  |  |
| * spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * maintaining legible and fluent handwriting at all times | |  |  |  |  |  |  |
|  | | | | | | | |
| Notes: | | | | | | | |

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| Speaking and Listening Objectives Year 3 | |
| Speaking | Listening |
| 1. To show understanding of the main point through asking relevant comments and questions. | 1. To speak and listen confidently in different contexts, exploring and communicating ideas |
| 1. To begin to adapt what they say to the needs of the listener. | 1. Follow up others’ points and show whether they agree or disagree in whole class discussion. |
| 1. To develop their use of standard English and understand when it is used |  |
| 1. Sustain conversation, explain or give reasons for their views or choices. |  |
| 1. Develop and use specific vocabulary in different contexts |  |
| 1. Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sounds. |  |