

## Year 3

### Working towards the expected standard (Y3)

The pupil should have the opportunity to write for a range of purposes

Tense	<ul style="list-style-type: none"> <li>Some inconsistencies in use of past and present tense may be evident</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Some use of co-ordination and subordination</li> <li>Write statements, questions, exclamations and commands appropriately</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Some expanded noun phrases used to add description and detail</li> <li>Begin to select some words with an awareness of reader</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Evidence of a sequence of connected events</li> <li>Adverbs and subordinate clauses used to support sequence of events/ideas e.g. next, first, suddenly, when it was dinner time</li> <li>Use pronouns to extend and link sentences</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with capital letters and full stops and use some question marks when required (including proper nouns)</li> <li>Some accurate use of apostrophes for contracted forms and possession</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Most key stage 1 common exception words are spelt correctly</li> <li>Begin to spell some words from the Y3/4 word list accurately</li> <li>Some accurate use of suffixes from Y2 (e.g. -ed/-er/-est/-less/-ly)</li> <li>Some accurate use of a/an</li> </ul>
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>Begin to make simple additions, revisions and corrections:                             <ul style="list-style-type: none"> <li>Re-read and evaluate writing checking for meaning and tense form</li> <li>Proof-read writing (some prompting may be required)</li> </ul> </li> </ul>

### Working at the expected standard (Y3)

The pupil has the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take.

Tense	<ul style="list-style-type: none"> <li>• Use past and present tense consistently</li> <li>• Confident use of progressive form of verbs</li> <li>• Some use of the present perfect form of verbs</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)</li> <li>• Effective use of statements, exclamations, questions and commands</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Expanded noun phrases used to add description and detail</li> <li>• Use a varied and rich vocabulary</li> <li>• Adverbs and prepositions to express time, place and cause</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>• Write a full sequence of events (dilemma/conflict/resolution)</li> <li>• Sequence ideas or events:                             <ul style="list-style-type: none"> <li>○ Maintaining form e.g. bullet points, headings</li> <li>○ Using adverbs and prepositions</li> </ul> </li> <li>• Use pronouns to extend and link sentences</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Select relevant content</li> <li>• In non-narrative material, group related ideas in paragraphs</li> <li>• In narrative write an opening paragraph and further paragraphs for each stage</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list</li> <li>• Mostly accurate use of apostrophes for contracted forms and possession</li> <li>• Some use of inverted commas to punctuate direct speech</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Most KS1 common exception words are spelt correctly</li> <li>• Full range of spelling rules and patterns in appendix 1 for Y1/2</li> <li>• Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix</li> <li>• Use a/an accurately</li> </ul>
Edit and Evaluate  Proof-read	<ul style="list-style-type: none"> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>

### Working at greater depth (Y3)

The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of the writing

Tense	<ul style="list-style-type: none"> <li>Variety of verb forms (simple, progressive and present perfect) used with confidence</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Greater variety in sentence structures, including the use of fronted subordinate clause</li> <li>Statements, exclamations, questions and commands are used effectively for the purpose of the writing</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Controlled use of a varied and rich vocabulary drawn from reading</li> <li>Greater control in expanded noun phrases with adjectives to describe and prepositions used to specify</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Adverbs to express time, place and cause are used effectively to sequence paragraphs (then, next, soon, therefore)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>Paragraphs are used with greater control in both narrative and non-narrative</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of the punctuation taught so far (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession)</li> <li>Mostly accurate use inverted commas for speech</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) from the Y3/4 spelling appendix</li> <li>Accurate spelling of common exception words (key stage 1) and many from the Y3/4 word list</li> <li>Spell homophones and near-homophones with greater accuracy from the Y3/4 spelling appendix</li> <li>Use joined handwriting throughout their independent writing with consistency</li> </ul>
Edit and Evaluate  Proof-read	<ul style="list-style-type: none"> <li>Greater independence when evaluating the effectiveness of word choice and grammar</li> <li>Proof-read for spelling and punctuation errors in writing with greater independence</li> </ul>