

Name: \_\_\_\_\_

Year 3 Writing Expectations



<b>The pupil can, after discussion with the teacher:</b>						
<b>Working Towards the Expected Standard</b>						
write simple, coherent narratives						
write in a range of non-narrative forms						
use the range of punctuation taught up to and including Y2 mostly correctly						
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
spell many common exception words						
use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly						
form capital letters and lower case letters correctly						
<b>Working at the Expected Standard</b>						
write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form						
create settings, characters and plot in narrative						
use speech punctuation correctly when following modelled writing						
use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and detail						
use present and past tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten)						
use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)						
spell correctly words from previous learning year groups, and some words from the Y3/ Y4 spelling list, using phonic knowledge and morphology to spell words as accurately as possible						
spell most common exception words						
increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)						
join letters with diagonal and horizontal strokes where appropriate						
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>						
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
use detail and vocabulary to interest and engage the reader						
use paragraphs						
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)						

A child does not have to show every standard in every piece of writing. Evidence must be from an independent piece of writing.