

Year 3

Writing Standards

Writing

Working at the Expected Standard

Composition: Planning, drafting, evaluating, editing and proof reading

Write a narrative with a clear structure, settings, characters and plot.

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Write non-narratives using simple organisational devices such as headings and sub-headings.

Plan writing by discussing writing similar to that they are planning to write in order to learn from its structure, vocab and grammar.

Evaluate the effectiveness of own writing suggesting improvements to grammar, vocabulary and punctuation to steer writing.

Use a writing plan appropriate to genre.

Proof read for spelling and punctuation errors.

Composition: Structure and organising

Group related material together (paragraphs)

Composition: Applying vocabulary, grammar and punctuation

Choose nouns and pronouns appropriately for clarity and cohesion.

Use prepositions.

Use adverbs for how and when something happens.

Use a range of conjunctions, eg: while, so because

Use consistently and accurately CL, FS, ? and !, commas for lists and apostrophes for contracted forms.

Use inverted commas for direct speech.

Writing shows understanding of subject/verb agreement eg: was / were

Transcription: Spelling (single words within a sentence)

Use the first 3 letters of words to check a spelling in the dictionary.

Use a thesaurus to find effective synonyms

Use of the forms a and an before a noun.

Use further prefixes and suffixes and understand how to add them.

Use an apostrophe for singular possession.

Spell further homophones and spell words that are often misspelt (see appendix 1)

Spell and use in their work all the Yr 1 & 2 common exception words.

Spell some Yr3/4 common exception words.

Transcription: Handwriting

Begin to show increasing legibility, consistency and quality of joined handwriting

Working at Greater Depth

Spell most Yr3/4 common exception words.

Use commas for fronted adverbials

To apply paragraphing to all writing

Use of nouns, pronouns, adverbs, conjunctions in all writing

Choose when to use dictionaries to support spelling

When improving work, use a thesaurus independently - vocabulary

Use further prefixes and suffixes and understand how to add them and why

In conjunction with the above: Ensure Standard English is spoken eg: was/were, them/these, in/on