

End of Year 3

Expectations - Writing



| Working Towards the Expected Standard | Autumn | Spring | Summer | Achieved and Evidenced |
|---|--------|--------|--------|------------------------|
| To demarcate most sentences with: <ul style="list-style-type: none"> Capital letters Full stops Some use of question marks Some use of exclamation marks | | | | |
| To use a range of sentence types in their writing e.g commands, questions, exclamations, questions | | | | |
| To spell high frequency words accurately | | | | |
| To use spelling rules and patterns from Y2 spellings such as suffixes -ly -ful -less -er -ness | | | | |
| To mostly use simple and compound sentences | | | | |
| To use expanded noun phrases | | | | |
| Working at the Expected Standard | | | | |
| To use the following punctuation accurately: <ul style="list-style-type: none"> Capital letters Full stops Question marks Exclamation marks Apostrophes for contractions | | | | |
| To begin to use inverted commas to indicate direct speech | | | | |
| To use apostrophes for possession with increasing accuracy | | | | |
| To begin to use commas to identify clauses and phrases. | | | | |
| To use simple and compound sentences accurately and begin to use complex sentences to give extra information. | | | | |
| To express time, place and cause using conjunctions e.g. when, before, after, while, so, because. To use coordinating and simple subordinating conjunctions to join clauses | | | | |
| To use adverbs to sequence and add detail e.g. then, next, soon, therefore | | | | |
| To use prepositions to sequence and add detail e.g. before, during, after, in, because of. | | | | |
| To use present and past tense correctly and consistently. | | | | |

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| To use 'a' and 'an' correctly | | | | |
| To use first and third person mostly consistently. | | | | |
| To use paragraphs to signal changes in setting | | | | |
| To generate ideas, drafts, redraft and edit written work to ensure meaning and impact on reader is clear. | | | | |
| To write to suit purpose and show some features of the genre being taught | | | | |
| To write chronological narratives; writing sequence. Write simple beginning, middle, ending | | | | |
| To create simple settings, characters and a basic plot in narratives. | | | | |
| To spell many common exception words. Y3/4 | | | | |
| To spell words often misspelt—see writing progression | | | | |
| To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | | | | |
| To use diagonal and horizontal strokes needed to join letters in some of their writing, use spacing between words reflecting the size of the letters. | | | | |

| Working at Greater Depth | | | | |
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| To use a wide range of punctuation accurately and independently including commas used to mark phrases and clauses. | | | | |
| To vary the structure of my writing with an understanding of purpose and audience | | | | |
| To consistently use first, third person and tenses | | | | |
| To accurately use simple and compound sentences. | | | | |
| To show some use of sentences with multiple clauses. | | | | |
| To use varied sentence openings which are chosen effectively. | | | | |
| To use conjunctions, adverbs and prepositions accurately. | | | | |