

YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKILL 1- SUPER SPELLER	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls, boys] and in words with irregular plurals [for example, childrens] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Proof-read for spelling and punctuation errors 		
STEPS TO SUCCESS			
WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Familiar words which are used regularly are always spelt correctly • Nearly all the HF words for Yr 1 and 2 are spelt correctly 	<ul style="list-style-type: none"> • Spelling of many monosyllabic words is correct • Common polysyllabic words are usually spelt accurately • phonetically plausible attempts at longer polysyllabic words 	<ul style="list-style-type: none"> • Spelling is usually accurate, including that of common polysyllabic words • Monosyllabic words with more complex letter strings are consistently spelt correctly (straight, thought) • Spelling of words with apostrophes is inconsistent 	
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 2- STRUCTURE & ORGANISATION	<ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Organising paragraphs around a theme • Discussing and recording ideas 		
STEPS TO SUCCESS			
WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> • Begin to use an appropriate ending • Appropriate presentational features used, both on paper and on screen, for different text types • Start to show an awareness of paragraphs 	<ul style="list-style-type: none"> • An opening or closing might be used, but may not be conventionally presented • The main features of the text type are used, e.g a story has a beginning, middle and end and a non-chron. report has an intro, some points under sub-headings, and an end statement • Initial part of the text is often more organised 	<ul style="list-style-type: none"> • A growing awareness of appropriate layout conventions, e.g. a clearly distinguished main heading, introduction and concluding statement • Points are dealt with in a 	

		<p>than the latter part of the text</p> <ul style="list-style-type: none"> • A basic introduction is attempted, followed by some main ideas • Sub-headings can guide paragraphs in non-fiction work • Writing is sequenced but not always consistent • Divisions in narrative may be marked by paragraphs 	<p>sensible order, although coverage may be brief</p> <ul style="list-style-type: none"> • Sequences of sentences organise ideas logically • Connectives are used in narrative as a signpost for the reader, e.g. Meanwhile, Henry was making his way through the wood • Simple connectives (e.g. also, as well, because, but) may be used to link ideas logically • Similar information is grouped together in paragraphs in non-fiction writing • In narrative paragraphing is used for a new location in a story
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 3-	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • In narratives, creating settings, characters and plot • Assessing the effectiveness of their own and others writing and suggesting improvements 		
AUDIENCE & PURPOSE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Start to use comments and questions to show a point of view • Use story language Many years ago One hot summer's day • Add simple description to characters and settings 	<ul style="list-style-type: none"> • Begin to add physical description of characters and setting • Begin to express an opinion • Beginnings of narrative are more lively and can capture the reader's interest • Writer has control of their writing and is aware of the reader 	<ul style="list-style-type: none"> • Some details add an element of humour, surprise or suspense • Some evidence of viewpoint established • Imagination is shown by the inclusion of some details

	<ul style="list-style-type: none"> • Writing is lively and can hold a readers interest • Think about the different styles needed for different types of writing • Stories have strong openings, e.g. either describing the setting or the character • Can maintain the correct form throughout a piece of writing, including tense and person • Use headings and sub-headings • Set out a letter appropriately 	<ul style="list-style-type: none"> • They are beginning to know how to write to different audiences for different purposes • Basic elements of story structure are present eg: an opening, more than one character and two or more events in chronological sequence and a logical ending 	<p>e.g. direct speech, description of setting and the description of characters feelings</p> <ul style="list-style-type: none"> • Events are related to one another though not necessarily well paced • Some evidence of writing for effect e.g. persuasive, informative, entertain • The writing shows a growing awareness of the reader – e.g. frequent use of vocabulary for effect
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YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
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WRITING SKILL 4- WORDS, WORDS, WORDS	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		
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STEPS TO SUCCESS

WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Use interesting adjectives to describe people, objects and setting • Use interesting adverbs to describe actions • Use appropriate words to support the text type e.g. match the language to the story types • Some evidence of simple similes 	<ul style="list-style-type: none"> • Some evidence of verbs qualified by adverbs and adverbial phrases He ran quickly, the boy climbed out of the pond, onto the side and then moved away • Details are included where necessary • Vocabulary can still be a little limited and key words are often used too frequently 	<ul style="list-style-type: none"> • Details clarify information • Beginning to enhance the sequence of events with varied, interesting use of vocabulary • Nouns are modified by one or more precise adjectives e.g. a loud wailing sound

	H It was a yellow as the sun		• Vocabulary is interesting and appropriate	
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS			
WRITING SKILL 5- GRAMMAR	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 			
STEPS TO SUCCESS				
WORKING TOWARDS		WORKING WITHIN		WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Experiment with ways to join sentences, e.g. when, because, while, so and use them to link ideas • Begin to use subordination, e.g. If, so, while, though and since • Sometimes starting sentences in different ways • In a non-chronological report, the present tense is maintained • Write a piece and use pronouns to link ideas, e.g. I, we, 		<ul style="list-style-type: none"> • Beginning to use a wider range of connectives to extend beyond a simple sentence structure – e.g. after, if, because, during • Sentences sometimes begin in a different way, e.g. using an adverb (e.g. Nervously, she walked into the room) or phrases (e.g. Without a doubt, this was the best party ever) • However, many sentences still start with It They Then We • Beginning to show some variety in sentence structure, e.g. using a mixture of short sentences with longer 		<ul style="list-style-type: none"> • Verb tenses are mainly accurate and consistent across a range of text types • Well-chosen words and phrases are used to connect ideas within sentences, e.g. we were not we was • Sentences often begin in a different way, e.g. using an adverb (Nervously she walked into the room) or phrases

	me, they, she, he <ul style="list-style-type: none"> • Use of adverbials • Use !and ? • Some use commas in a list 	ones <ul style="list-style-type: none"> • Can maintain the past tense in a piece of narrative • Full stops and capital letters mostly accurate • Capital letters are sometimes used for proper nouns • Includes examples of direct speech with some examples of speech marks • Usually uses commas in a list 	(Withoutadoubtthis wasthebestpartyever) <ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks and question marks are nearly always used accurately • Capital letters are usually used for proper nouns • Speech marks are nearly always in the correct place for simple speech H Helpmeto movethis, hesaid.
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 6- HANDWRITING	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	In handwriting, letters are accurately formed and consistent in size.	Handwriting is joined and legible.	