

Year 3 Expectation - Writing

Spelling, Punctuation and Grammar

- Can spell phonetically regular, or familiar common polysyllabic words accurately.
- Can spell almost all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.
- Can spell all the year 3/4 words in the NC Appendix 1.
- Can form nouns using a range of prefixes (super-, anti-, auto-).
- Can use a dictionary to check spelling with support.
- Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).
- Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).
- Can use pronouns appropriately to avoid the awkward repetition of nouns.
- Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.
- Can use adjectives and adverbs for description.
- Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)
- Can consistently use past and present tense accurately.
- Can use apostrophes to mark omission and singular noun possession.
- Can use subordinating conjunctions - after, although, as, before, while.
- Can use connecting adverbs - next, now, soon, then.
- Can use prepositions - among, beneath, beside, beyond, by, during, for, throughout, until.
- Can use adventurous adjectives to add impact.
- Can correctly use verbs in the 1st, 2nd and 3rd person.
- Can usually use correct grammatical structures in sentences (noun and verb agreement)
- Can experiment with a range of punctuation, although may not yet be accurate (eg comma splicing, brackets, ellipsis).
- Can punctuate dialogue.
- Can use commas after fronted adverbials.

Transcription, Composition and Vocabulary

- Can usually join their handwriting.
- Can write neatly, legibly and accurately, mainly in a joined style.
- Can consistently join handwriting in a legible cursive script.
- Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
- Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).
- Can use a range of chosen forms appropriately and consistently in addition to narrative and recount.
- Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).

- Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).
- Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).
- Is beginning to use paragraphs.
- Can write for a range of purposes.
- Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).
- Can develop characters and describe settings, feelings and / or emotions, etcetera.
- Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).
- Can attempt to give opinion, interest or humour through detail.
- Is beginning to develop a sense of pace (lively and interesting).
- Can analyse different text types before writing to understand structure, vocabulary and grammar.
- Can group ideas into paragraphs accurately around a theme.
- Can use self and peer assessment to improve the effectiveness of my writing (grammar and vocabulary).
- Can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.
- Can vary the structure of sentences to interest eg. questions, direct speech, adding clauses.
- Can use similes to make my work more interesting.
- Can develop characters and describe settings, feelings and emotions.