

# End of Year 3 Expectations - writing

Year 3	<b>Vocabulary, Grammar and Punctuation</b>	<b>Transcription (Spelling and Handwriting)</b>	<b>Composition (Organisation and Purpose)</b>
Developing Towards	<p>Use some apt word choices to create interest</p> <p>Use adverbs to modify verbs</p> <p>Identify nouns, verbs, adjectives and prepositions</p> <p>Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world)</p> <p>Use a variety of fronted adverbials to add interest (e.g. In the middle of the park...; A week last Friday...)</p> <p>Use simple time subordination to open sentences (e.g. When I finished dinner...; After we had an ice cream...)</p> <p>Begin to use a range of past tense forms (e.g. I walked, I was walking, I had walked) to support sequencing and chronology</p> <p>Use inverted commas to indicate direct speech, though some errors may be present in opening and closing of different speakers</p> <p>Begin to use commas after simple fronted adverbials (e.g. Today, I feel tired)</p> <p>Accurately use commas in lists</p>	<p>Correct use and spelling of pronouns</p> <p>Evidence of a wider range of suffixes spelt correctly (e.g. -ly, -ful, -tion, -less, -ment)</p> <p>Evidence of a range of prefixes spelt correctly (e.g. un-, dis-)</p> <p>Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Plan their writing by discussing and recording ideas</p> <p>Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting</p> <p>Develop characteristic forms of narrative (e.g. traditional tales)</p> <p>Brief comments, questions about events or actions suggest viewpoint</p> <p>Simple text structure with an attempt to organise related ideas in sections or paragraphs</p> <p>Show some consistency with the use of the first and third person</p> <p>Build up a sequence of relevant events with a simple conclusion or appropriate ending</p> <p>Some awareness of purpose through selection of relevant content and an attempt to interest the reader</p>
Year End Expectation	<p>Choose some words or phrases showing an awareness of the reader</p> <p>Identify and use expanded noun phrases to add interest and detail</p> <p>Use a wider range of conjunctions (e.g. when, if, because, although, however)</p> <p>Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces...; Following the race...)</p> <p>Express time and cause through: conjunctions (e.g. when, because), adverbs (e.g. then, next, so), and prepositions (e.g. before, after, during)</p> <p>Use inverted commas more accurately to punctuate direct speech</p>	<p>Able to spell:</p> <ul style="list-style-type: none"> <li>• Homophones (e.g. accept/except)</li> <li>• words with the prefixes dis-, mis-, in-, and im-</li> <li>• verbs with irregular tense changes (e.g. go/went)</li> <li>• words ending in -tion, and -sion</li> </ul> <p>Understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Plan writing through discussion and use of exemplars in order to understand and learn from its structure, vocabulary and grammar</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Openings and closings are signalled in a range of writing</p> <p>Draft and write, organising paragraphs around a theme</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Include detail to add an element of humour, surprise or suspense</p> <p>Show evidence of a sustained viewpoint</p> <p>Main features of selected form signalled to the reader, including use of language, structure and purpose</p>

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Surpassing	<p>Use a range of adjectives (e.g. determiners - many, each, most) and a range of adverbs (e.g. of time, place and mood) across fiction and non-fiction</p> <p>Use elements of an increasing range of genre language appropriately</p> <p>Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while)</p> <p>Use appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Tense choice generally appropriate to task including some use of modals (e.g. can, will)</p> <p>Use apostrophes to mark singular and plural possession (e.g. the girl's name; the boys' boots)</p> <p>Use of commas after fronted adverbials and after subordination (e.g. Later that day, I heard the bad news)</p>	<p>Able to spell:</p> <ul style="list-style-type: none"> <li>• words ending in -ssion, and -cian</li> <li>• prefixes (e.g. sub-, super-, anti-, auto-)</li> <li>• homophones or near-homophones (e.g. medal/meddle)</li> <li>• possessive apostrophe with plural words (e.g. boys')</li> </ul>	<p>Inter-relate beginning, middle and ending of texts</p> <p>Show main features of narrative and non-narrative structure to organise ideas and events</p> <p>Within paragraphs/sections, some links between sentences (e.g. use of pronouns or adverbials)</p> <p>Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions)</p> <p>Viewpoint (opinion, attitude, position) is expressed and maintained</p> <p>Develop characterisation and/or setting by including: detail; speech; description of setting; feelings or motive</p> <p>Use imaginative details to entertain, amuse and create tension</p>
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