



Year 3 WRITING: Working Towards Expected Level

Composition: Structure and Purpose	Orally rehearse ideas for writing and record using a provided planning format.								
	Show some awareness of purpose by selecting relevant content and attempting to interest the reader. <i>(May not be sustained)</i>								
	Use the simple structure of a wider range of text types, beginning to organise ideas in sections.								
	Stories are a simple sequence of events with a beginning, middle and end, providing some detail about characters or setting.								
	Use the first and third person with some consistency.								
	Proof-read their work to check for errors and make simple improvements with guidance.								
Begin to make adventurous word choices <i>(often reflecting those modelled by the teacher)</i> .									

Composition: Grammar and Punctuation	Use present and past tense (including progressive form) consistently throughout writing.								
	Use simple time subordination to open sentences <i>(When I had finished, After dinner,)</i>								
	Use the full range of punctuation from previous year groups:	Full stops, capital letters, question and exclamation marks.							
		Capital letters mostly accurate for proper nouns.							
		Commas in lists.							
		Apostrophes for common contractions.							
	Apostrophes for singular possession.								
	Begin to use inverted commas to punctuate speech. <i>(May not be consistent.)</i>								
	Use a range of simple conjunctions : <i>and, then, but, so, because</i>								

Composition: Transcription	Begin to use taught spelling rules from Appendix 1 <i>(Year 3 and 4)</i> .								
	Spell some words with prefixes correctly: un-, dis-, auto-, super-.								
	Spell some words with suffixes correctly: -ly, -ful, -tion, -less, -ment.								
	Begin to use a joined handwriting style <i>(Use diagonal and horizontal strokes to join letters)</i> .								

Year 3 WRITING: Working at the Expected Level

Composition: Structure and Purpose	Plan writing using ideas from own reading and modelled examples.								
	Show a greater understanding of purpose and audience.								
	Create settings, characters and plot in narrative.								
	Use simple layout devices like headings and subheadings in non-fiction.								
	Begin to organise their writing in paragraphs <i>(in all forms of writing)</i> .								
	Proof-read their own and others' work with increasing accuracy.								
Make deliberate adventurous word choices <i>(eg adverbs to add detail to verbs)</i> .									

Composition: Grammar and Punctuation	Maintain the correct tense (including present perfect) throughout a piece of writing.								
	Use subordinate clauses.								
	Show time, place and cause using:	Conjunctions <i>(when, before, while, so, because)</i>							
		Adverbs <i>(then, next, soon, therefore)</i>							
		Prepositions <i>(before, after, during)</i>							
	Use 'a' or 'an' correctly <i>(most of the time)</i> .								
Use apostrophes with increasing accuracy									
Use inverted commas more accurately to punctuate speech.									
Use a wider range of conjunctions: <i>when, if, because, although, however</i> .									

Composition: Transcription	Spell some of the Year 3 and 4 statutory words correctly.								
	Spell many words with prefixes correctly: un-, dis-, auto-, super-.								
	Spell many words with suffixes correctly: -ly, -ful, -tion, -less, -ment.								
	Begin to spell homophones correctly.								
Use a neat joined style with increasing accuracy (including adjacent letters which are best left unjoined).									



Year 3 WRITING: Working at Greater Depth

Composition: Structure and Purpose	Plan and write with an understanding of purpose and audience.								
	Show the main features of narrative and non-narrative structures to organise ideas.								
	Show more confidence in grouping items together to form paragraphs.								
	Proof-read their own and others' writing, suggesting improvements.								
	Make deliberate ambitious word choices to add detail and to engage the reader.								
	Express a viewpoint (eg opinion, attitude, position) which is maintained.								
	Use imaginative details to entertain, amuse or create tension.								
Composition: Grammar and Punctuation	Maintain the correct tense (including some use of modals) throughout writing.								
	Use accurate subject/verb agreement.								
	Use the full range of punctuation from previous year groups accurately and independently, at the point of writing.								
	Punctuate direct speech accurately.								
	Use apostrophes for singular and plural possession.								
	Use a range of conjunctions, adverbs and prepositions to show time, place and cause with increasing confidence.								
	Use 'a' or 'an' correctly throughout a piece of writing.								
Use commas after fronted adverbials and show an awareness of commas for clauses.									
Composition: Transcription	Spell many of the Year 3 and 4 statutory words correctly.								
	Spell most words with prefixes correctly: ir-, in-, auto-								
	Spell most words with suffixes correctly : -ous, -ation, -cian, -ssion								
	Spell homophones correctly.								
	Use a neat joined style with increasing accuracy and speed.								