

## Year 3 Writing Expectations

### **Can Begin to Use Own Ideas**

From reading, and modelled examples to plan own writing

e.g. *writing an adventure story with a similar plot to a school reading book*

### **Understand Purpose and Audience**

Shows an increasing understanding of purpose and audience

e.g. *writing to entertain/inform/persuade/instruct the reader*

### **Use a Wide Range of Structures**

Begins to use the structure of a wider range of text types for both fiction and non-fiction

e.g. *appropriate subheadings, diagrams and captions for an information text*

### **Begin to Create Settings**

Creates settings, characters and plot in narratives

e.g. *designing a character for an adventure story*

### **Proofread to Check for Errors**

Proofread own and others' work for errors, making improvements

e.g. *spotting and correcting absent punctuation or capital letters with a partner*

### **Make Ambitious Word Choices**

Making deliberate word choices for detail and effect

e.g. *The timid, miniscule mouse trembled with fear.*

### **Begin to Use Paragraphs**

Begins to organise writing into paragraphs around a theme

e.g. *grouping ideas according to a subject in a non-fiction report*

### **Maintain the Correct Tense**

To maintain the correct tense throughout a piece of writing

e.g. *"I have sold the last one" said the baker.*

### **Use Inverted Commas**

Use of inverted commas/speech marks in direct speech

e.g. *"Stop talking so loudly," demanded the teacher.*

### **Use the Full Range of Punctuation**

From current and previous year groups

See below

### **Use Subordinate Clauses**

Use of subordination within sentences

e.g. *Louise had been running when she slipped in a puddle.*

### **Begin to Use Conjunctions, Adverbs and Prepositions**

To demonstrate time, place and cause

e.g. *The ugly troll roared beneath the bridge.*

### **Use 'a' or 'an' Correctly Most of the Time**

Using 'an' before a word which starts with a vowel

e.g. *I ate an orange, an apple and a pack of crisps.*

### **Spell words with Prefixes and Suffixes**

Using words with both prefixes and suffixes mostly correctly

e.g. *Mum was disappointed when I shouted at the teacher.*

### **Spell Homophones Correctly**

Words that sound the same but have a different spelling and meaning

e.g. *piece and peace*

### **Spell Some of the Y3 and Y4 Words Correctly**

Evidence in both written work and spelling tests is acceptable

### **Handwriting**

Beginning to use a neat, sometimes joined hand writing style

### **Full Range of Punctuation Includes:**

full stops, capital letters, question marks, exclamation marks, commas within lists, apostrophes for possession, apostrophes for contractions