

A Year 3 writer consistently uses high quality presentation when producing written work and is able to spell many common homophones. They are write for a range of purposes and are beginning to organise their work into themed paragraphs. Year 3 writers are able to take part in discussions and use plans to help them organise longer pieces of writing.

Statements in bold must be met for chd to be assessed as EXS.

. partly achieved / mostly achieved X fully achieved

Year 3 Key Concepts for Writing	. / X
Handwriting is consistent and legible; letters are formed and joined correctly	
Correctly spells most Yr 3 words and KS1 common exception words (e.g. they, friend, today).	
Spelling rules to learn: Prefix: re –	
Spelling rules to learn: Suffix: -sure, -ly, -er	
Spells common homophones and near-homophones mostly correctly.	
Spells words that are often misspelt (see Y3 appendix) e.g.	
Uses the first 2 or 3 letters of a word to check its spelling in a dictionary.	
Writes simple sentences from memory that included punctuation and words taught.	
Uses fronted adverbials to express time and manner.	
Begins to use a comma after fronted adverbial.	
Uses apostrophes for contractions.	
Uses of capital letters for proper nouns – people, places.	
Uses punctuation taught in KS1 correctly: CL, FS, commas in a list, ?, !	
Uses inverted commas with some accuracy to punctuate direct speech.	
Begins to organise paragraphs around a theme.	
Uses simple organisational devices in non-narratives e.g. sub heading and headings.	
Can proof read for simple spelling and punctuation errors	
Read their own writing aloud to a group using appropriate intonation tone and volume.	
Uses past and present tense correctly and consistently.	
Use of a or an according to whether the next word begins with a consonant or vowel.	
Uses some conjunctions for time, place and cause e.g when, before, while, so, because, when, if.	
Can write for different purposes and sustain the form.	
Plans writing by discussing and recording ideas using a planning template.	
With support, creates settings, characters and a plot in narratives using expanded noun phrases and adverbs.	
Begins to assess the effectiveness of own and others writing and suggests improvements. Makes advised changes to grammar and vocabulary to improve consistency including accurate use of pronouns.	
Proof reads for simple spelling and punctuation errors.	
Read their own writing aloud to a group using appropriate intonation tone and volume.	
Greater Depth Standard	
Shows an awareness of the audience throughout a text.	
Draws upon reading as a stimulus for writing (language/grammatical devices used for effect).	
Uses the full range of punctuation taught so far (KS1 and Y3) mostly correctly.	
Identifies and makes corrections to ensure coherence and begin to review vocabulary choices and grammatical structures to inform or engage the reader.	