

End of Year 3 Writing Expectations



1. Child as a writer

- a. Can express preferences for writing
- b. Can write at will/independently
- c. Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook'
- d. Can compose and rehearse sentences orally (including dialogue)
- e. Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)
- f. Can write with fluency and stamina
- g. Can discuss their writing outcomes and their effect on the audience
- h. Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

2. Composition: Sentences

- a. Can show some variety in sentence structure e.g. using a mixture of short sentences with long ones.
- b. Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).
- b. Can use a range of conjunctions including when, if, because, although to extend sentences and give further information.
- c. Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.
- d. Can use at least one adjective to modify nouns e.g. a soft, moaning sound.
- e. Can use adverbs to qualify verbs e.g. he ran slowly.
- f. Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....
- g. Can use simple similes e.g. It was as yellow as the sun
- h. Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.
- i. Can use pronouns to avoid repetition e.g. he, they, our.

3. Punctuation (can demarcate sentences accurately and appropriately)

- a. Can use full stops accurately to demarcate sentences.
- b. Can use capital letters accurately, including for proper nouns.
- c. Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.
- d. Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.
- e. Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.
- f. Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter...
- g. Can punctuate simple direct speech accurately using speech marks
- h. Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.

4. Composition: Context, Audience and Purpose

- a. Is able to explain the purpose and context of their writing, as well as who it is for.
- b. Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.
- c. Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.
- d. Some detail in writing adds interest, humour, suspense or surprise.
- e. Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.
- f. Some evidence of writing for effect e.g. persuasive, informative, entertain.
- g. Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.
- h. Demonstrates simple viewpoint through third and first person.
- i. Expresses opinions in simple terms.

5. Composition: Narrative

- a. Can write narrative with a clear beginning, middle and end.
- b. Beginning of narrative provides appropriate and interesting detail about setting or characters.
- c. Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground...
- d. Can indicate paragraph breaks for changes of time, place or subject.
- e. Can explain why they have chosen to organise their writing in a certain way.
- f. Resolution to stories is appropriate and explained in sufficient detail.

g. Can maintain tense consistently throughout a story.
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6. Composition: Non-narrative
a. Can write a clear introduction.
b. Can write a concluding statement or summary.
c. Can use simple organisational devices e.g. headings and subheadings
d. Main features of text type are used e.g. non chronological report has an intro, some points under sub headings and an end statement.
e. Paragraphs are organised around a key theme, which is made evident to the reader.
f. Paragraphs begin with relevant (basic) topic sentences which are then developed in further detail.
g. Can choose and sustain the use of the correct tense.

7. Composition: Editing
a. Can propose changes to grammar and vocabulary to improve consistency and quality
b. Can proof read to check for spelling errors
c. Can proof read to check for missing punctuation
d. Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing
e. Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

8. Spelling and word work
a. Can choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-e and sometimes choose which is the correct one to use in a common spelling
b. Applies knowledge of spelling patterns from English Appendix 1 in their writing e.g. ge, dge, kn, gn, wr, le, c, ce.
c. Adds es to nouns and verbs ending in y, changing y to i e.g. fly - flies.
d. Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting.
e. Adds ed, ing, er and est accurately to root words ending in <u>y</u> with a consonant before it e.g. copy - copied or in root words ending in <u>e</u> e.g. hike - hiking.
f. Can explain the meaning of and apply the different spelling of homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
g. Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, ly
h. Prefixes from English Appendix 1 are spelt and used correctly e.g. un, dis, mis, re, super, anti, auto,
i. Common polysyllabic words spelt correctly e.g. desktop, rainbow
j. Can spell and use words ending in tion e.g. station, fiction, motion, national, section

9. Handwriting
a. Lower case and capital letters and digits are accurately formed and orientated.
b. Letters are consistent in size
c. Clear differentiation between ascenders and descenders
d. Handwriting is legible
e. There is some attempt to join letters appropriately.

10. Spoken English (Oracy)
a. Read aloud what you have written with appropriate expression, noticing common errors i.e. omission or repetition of words.
b. Explain your choice of language and sentence structure, making reference to the impact on the audience.
c. Confidently perform relevant text types that you have created to an audience i.e poetry or sections of narrative.
d. Discuss what you have written, responding to a range of feedback i.e. audience, peers, teacher.