

Y3 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, <u>editing</u> and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher <u>assessment must</u> be based on a broad range of evidence from across the curriculum	Produce longer pieces of writing for different purposes Make decisions about the form of the writing based on purpose and audience Begin to draw on ideas from a range of reading across the curriculum Discuss written work with teachers and other pupils: use appropriate <u>terminology</u> : (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas/or 'speech marks')		Working at greater depth within the expected standard: <ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar Controlled use of a varied and rich vocabulary Variety of verb forms used with confidence Greater variety in sentence structures, including the use of fronted subordinate clause Use paragraphs with greater control in both narrative and non-narrative Accurate use of the full range of punctuation taught so far: full stops, capital letters, question marks, exclamation marks, <u>commas in</u> lists, apostrophes for contraction and singular noun possession, inverted commas for speech Suffixes and prefixes are used mostly accurately (-ly, -er, -ing, -sion, -tion, -cian, -sian, -sion, -sure, -ture, super-, anti-, auto-) Accurate spelling of common exception words from key stage 1 Greater independence when evaluating and editing the effectiveness of word choice and grammar <u>Proof read</u> spelling and punctuation errors in writing with greater independence 	
	Discuss similar models of writing and plan using features of the given form Plan, draft and orally rehearse <u>writing</u> , including selecting vocabulary and phrases to interest the reader Start to use a varied and rich vocabulary and <u>an</u> increasing range of sentence structures Create setting, characters and plot in <u>narrative writing</u> including: <ul style="list-style-type: none"> a full sequence of events, dilemma/<u>conflict</u> and resolution consistent use of 1st or 3rd person some dialogue to show <u>relationship between</u> two characters Evaluate and edit by assessing the effectiveness of their own and others' <u>writing</u> and proposing changes to grammar and vocabulary <u>Proof read</u> for spelling and punctuation errors	Sequence ideas or events maintaining writing form e.g. bullet points <u>for instructions</u> , headings for an information text In non-narrative material, group related ideas in paragraphs In narrative, write an opening paragraph and further paragraphs <u>for each</u> stage Create cohesion through <u>adverbs, prepositions</u> and pronouns	Consistent use of a variety of sentences with different structures and functions: <ul style="list-style-type: none"> Use a wider variety of conjunctions to join clauses (<u>when</u>, <u>before</u>, after, while, so, because) Statements, questions, exclamations and commands <u>used to</u> create an appropriate effect Use expanded noun phrases to add description and <u>detail</u> . Use adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore) Use prepositions to express time, place and cause (e.g. before <u>dark</u> , <u>during</u> break, in the cave, because of) Use punctuation mostly accurately: <ul style="list-style-type: none"> Full stops and capital letters (including for proper nouns) Exclamation marks and question marks Commas to separate items in lists Mostly accurate use of apostrophes for contracted forms e.g. don't and apostrophes for possession with singular nouns e.g. the dog's <u>tail</u> , <u>John's</u> hat Some use of inverted commas to punctuate direct speech Use past and present tense appropriately and consistently <u>throughout writing</u> Confidently use the progressive form of verbs (She is drumming), <u>and demonstrate</u> some use of the present perfect form of verbs (He has gone out to play contrasted with He went out to play)	Most common exception words from key stage 1 are spelt accurately Able to write from memory simple dictated sentences- <u>apply punctuation</u> taught so far with some accurate spelling of words from Y3/4 word list Some words from the year <u>3 and 4 word</u> list are spelt accurately Some accurate use of suffixes and prefixes from the year 3 / <u>4 spelling</u> appendix (-ly, -er, -ing, -sion, -tion, -cian, -sian, -sion, -sure, -ture, super-, anti-, auto-) <u>a/an</u> used accurately e.g. a rock, an open book Begin to use dictionaries (the first 2 or 3 letters of a word) Begin to use joined writing throughout their independent writing