

YEAR 3 WRITING EXPECTATIONS (2016)

Non negotiables which need to be achieved before assessing using this sheet:

- Basic sight vocabulary/common monosyllabic words spelt correctly
- Range of phonic structures/strategies used
- Neat and accurate writing (cursive if appropriate)
- Writing close to a side of A4 or more within a reasonable time frame
- Correct use of the full stop, capital letters to start sentences and capital letter used for familiar proper nouns e.g. days of the week and names
- Mostly correct grammatical structures

These are now urgent targets.

No	Focus	Criteria
1	G	Can use pronouns appropriately to avoid repetition of nouns.
2	G	Can use a/an appropriately.
3	G	Can usually use correct grammatical structures in sentences (e.g. nouns and verbs agree).
4	G	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).
5	G	Can use first, second or third person consistently.
6	G	Can use the perfect form to show links between time and cause (e.g. I have written it down so we can check what he said).
7	P	Can use simple punctuation mostly accurately including <i>all of the following</i> : full stops followed by a capital letter, question marks, exclamation marks and commas (in a list).
8	P	Can use apostrophes for omission and singular possession mostly accurately.
9	P	Inverted commas are used to punctuate speech (may forget capital letters or other punctuation).
10	SS	Can use adverbs and adjectives for description including interesting and varied word choices.
11	SS	Starting to use fronted adverbials or other subordinate clauses to vary sentence structure (commas may be omitted).
12	TS	Can produce well-structured work which is organised, imaginative and clear (e.g. beginning, middle and end; letter structure; dialogue structure).
13	TS	Can adapt chosen form to the audience (e.g. provide information about characters or setting, make a series of points).
14	TS	Can develop ideas logically in sequenced sentences, although these may still be overly brief or detailed.
15	TS	Can use paragraphs although these may not be organised around a theme accurately.
16	TS	Can adapt form and style for purpose, (e.g. clear difference between formal and informal writing and abbreviated sentences in notes and diaries).
17	TS	Can use the correct text features for the genre.
18	TS	Can develop characters and describe settings, feelings and emotions, or attempt to add detail through opinion, interest or humour.
19	TS	Can link and relate events, including past, present and future, sensibly with conjunctions, adverbs and prepositions (afterwards, before, also, after a while, eventually...).
20	TS	Is beginning to develop a sense of pace (lively and interesting).

Please ensure that the Year Three list and spelling pattern assessments are taken into account when making a judgement about writing. Non-negotiables at the top should be in place before you assess using this criteria sheet. When considering moving pupils up a band please look carefully at the composition and effect and ensure that writing flows well.

2 - 9	10 - 15	16 - 20
B	W	S