

Working towards the Y3 expected standard... (B/B+)			Evidence over 6 pieces of writing							
Spelling	Evidence:	Date:								
		Text type:								
		Segments spoken words into phonemes and representing these by graphemes, spelling many correctly								
		Spells many common exception words*								
		Spells some words with contracted forms, using apostrophe to mark missing letters. E.g. can't, didn't, hasn't, couldn't, it's and I'll								
H/W	Evidence:	Adds suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*								
		Identifies nouns and adjectives formed when using different suffixes.								
		Uses the diagonal and horizontal strokes needed to join letters in some of their writing								
Punctuation	Uses mostly correctly	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters								
		Uses spacing between words that reflects the size of the letters.								
	Some uses of	Capital letters								
		Full stops								
		Question Marks								
		Exclamation marks								
Composition	Commas in lists									
	Apostrophes for singular possession									
	Uses sentences with different forms in their writing (statements, questions, exclamations and commands)									
	Uses some expanded noun phrases to describe and specify									
	Uses present and past tense mostly correctly and consistently									
Uses of the progressive form of verbs in the present and past tense to mark action in progress. E.g. she is running, he was climbing										
Use co-ordinating (or / and / but) conjunctions										

Year 3 - Bottom Line Expectations

I have used joined up handwriting and presented my work neatly.
 I have punctuated my sentences correctly (capital letters, full stops, exclamation marks and question marks).
 I have re-read my work to check that it makes sense.
 I have checked spellings using the dictionary/word mat.
 I have improved at least two vocabulary choices.

Working at the Y3 expected standard... (W/W+/S)			Evidence over 6 pieces of writing					
H W	Evidence:	Date:						
		Text type:						
		Can spell words with prefixes: in-, un-, dis-, mis-, il-, ir-,						
		Can form nouns using a range of prefixes – super, anti, auto						
		Can spell words with the suffix –ation, -ly and –ous						
		Can spell words where the /ei/ sound is spelt ei, eigh or ey						
		Can spell and identify common homophones						
	Can spell approximately 50% of the words on the year 3 and 4 word list							
Punctuation	Write from memory, simple dictated sentences, which include familiar grapheme phoneme correspondence (GPC), common exception words (CEW) and punctuation							
	Use diagonal and horizontal strokes needed to join letters in most of their writing.							
	Use mostly correctly	Full stops						
		Capital letters						
		Exclamation marks						
		Question marks						
		Commas in list						
Composition	Making some correct uses of	Inverted commas to punctuate speech						
	Learn the grammar for year 3 in English Appendix 2							
	Begin making correct uses of paragraphs as a way to group related material							
	Begin making correct uses of headings and sub-headings							
	Express time, place and cause using	conjunctions [for example, when, before, after, while, so, because]						
		adverbs [for example, then, next, soon, therefore]						
		prepositions [for example, before, after, during, in, because of]						
	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]							
	Use coordinating conjunctions, including so							
	Use correct determiner a/an according to next word beginning with a vowel/constant							
Edit	Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary and increased range of sentence structures							
	Uses relevant content across different forms of writing							
	Can check spellings using a dictionary independently							
Can check and edit that sentences make sense								

Working at greater depth within the Y3 expected standard... (S+)			Evidence over 6 pieces of writing						
	Evidence: Date: Text type:								
Spellings	Can spell words with prefixes - super, re, sub, inter, anti, auto and understand the guidance for using them.								
	Can apply spelling rules taught in spelling lessons to writing.								
	Can spell and identify common homophones								
	Can spell approximately 70% of the words on the year 3 and 4 word list								
H/W	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined								
	Ascenders and descenders do not touch								
Punctuation	Use mostly correctly	Inverted commas to punctuate speech							
	Making some correct uses of	Commas after fronted adverbials							
		Apostrophes to mark plural possession							
Composition	Use fronted adverbials to add detail and precision to writing								
	Consistently correct uses of paragraphs as a way to group related material.								
	Use a range of conjunctions (coordinating and subordinating) to extend range of sentences with more than one clause across a range of text types.								
	In narratives, create settings, characters and plot								
	In non-narrative, use simple organisational devices e.g. headings and sub-headings								
Edit	Can check spellings using a dictionary independently								
	Can check and edit content and vocabulary to improve								