

Working towards the Y3 expected standard... (B/B+)			Evidence over 6 pieces of writing					
	Evidence:	Date:						
		Text type:						
Spelling	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							
	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.							
H/W	Uses the diagonal and horizontal strokes needed to join letters in some of their writing							
	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.							
Punctuation	Uses mostly correctly	Capital letters						
		Full stops						
	Some uses of	Question Marks						
		Exclamation marks						
		Commas in lists						
		Apostrophes for singular possession						
Composition	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					
	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								
	Write from memory, simple dictated sentences, which include familiar grapheme phoneme correspondence (GPC), common exception words (CEW) and punctuation								
H/ W	Use diagonal and horizontal strokes needed to join letters in most of their writing.								
Punctuation	Use mostly correctly	Full stops							
		Capital letters							
		Exclamation marks							
		Question marks							
		Commas in list							
	Making some correct uses of	Inverted commas to punctuate speech							
Composition	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	<b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ]							
		<b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ]							
		<b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]							
	Use of the <b>present perfect</b> form of <b>verbs</b> 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								
	Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary and increased range of sentence structures								
Edit	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					
	<b>Evidence:</b>	<b>Date:</b>						
		<b>Text type:</b>						
<b>Spellings</b>	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							
<b>H/W</b>	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							
<b>Punctuation</b>	Use mostly correctly	Inverted commas to punctuate speech						
	Making some correct uses of	Commas after fronted adverbials						
		Apostrophes to mark plural possession						
<b>Composition</b>	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							
<b>Edit</b>	Can check spellings using a dictionary independently							
	Can check and edit content and vocabulary to improve							