

Writing Criterion for Year 3

Working Towards

THE PUPIL CAN:	
Write for a range of purposes.	Choose the right features of a genre
In narratives:	Describe settings and character using expanded noun phrases
	Begin to integrate dialogue
Uses <i>some</i> cohesive devices within and across sentences and paragraphs.	Use of co-ordinating conjunctions and some use of subordinating conjunctions appropriately
	Beginning to use paragraphs
	In non-narrative writing, some evidence of headings/sub-headings
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect the formality of the writing.	Some attempts to use ambitious vocabulary
	Some use of conjunctions, adverbs and prepositions to express time and cause
Use the present tense and past tense correctly and consistently	
Year 1-3 Punctuation used <i>mainly</i> correctly.	Capital letters and full stops
	Question marks and exclamation marks
	Commas for List
	Apostrophes for contraction
	Apostrophes for singular possession
Year 1-3 Punctuation used <i>sometimes</i> correctly.	Inverted commas/Speech marks
Spell <i>many</i> Y2 common exception words accurately	
Begin to spell correctly <i>some</i> words from the Year 3 / 4 spelling list	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Use spaces between words that are similar to the size of their letters.	
Begin to use the diagonal and horizontal strokes needed to join some letters.	

Writing Criterion for Year 3

Working at the Expected Standard

THE PUPIL CAN:	
Write for a range of purposes and audiences by:	Some use of the right language for the genre
	Beginning to be able to write formally (choosing contraction use)
	Some evidence of extended writing (several paragraphs)
In narratives, describe settings and characters	Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)
	Expanded noun phrases with pre-modifiers and prepositional phrases
	Figurative Language (e.g. similes)
In narratives, integrate dialogue that:	Uses different verbs for said
Use a range of cohesive devices within and across sentences and paragraphs	Conjunctions (subordinating & co-ordinating)
	Use paragraphs to organise ideas
	Non-fiction: Heading/subheading
Select vocabulary and grammatical structures that reflect the formality of the writing	Beginning to select some ambitious appropriate vocabulary
	Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives
	Adverbials to show time, place, manner and reason
Use verb tenses mainly consistently and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)	
Year 1-3 Punctuation used <i>mainly</i> correctly	Inverted commas/Speech marks
	Commas for clarity (Subordinate Clauses)
	Use apostrophes for singular possession and Beginning to use apostrophes for plural possession
	Commas in a list
Spell <i>most</i> Year 2 common exception words correctly	
Spell correctly <i>some</i> words from the Year 3 / 4 spelling list	
Improving writing by making additions and revisions	
Begin to use legible joined up handwriting for most letters.	

Working at Greater Depth

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (e.g. language, structures, characterisation)
Control level of formality e.g. vocabulary choice, use of contractions	
Use the range of punctuation taught Y1-3 <i>mostly</i> correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)	