

Writing Standard 3 (Year 3)

Name: _____

Standard 3 is the expectation for most children **by the end of Year 3** and some should already be working within Standard 4.

Essential basic skills are now 'past their sell-by-date' at Year 3: Basic sight vocabulary/common monosyllabic words; range of phonic structures/strategies; neat, accurate and regular sized cursive writing; can write close to a side of A4 paper or more; correct use of the full stop; correct grammatical structures (nouns and verbs generally agree). **These are now urgent targets.**

Area	Bold statements are Key performance Indicators	Secure
Punc	Limited use of inverted commas to punctuate direct speech	
Text	Attempts to use paragraphs as a way to group related material	
	Shows awareness of headings and sub-headings to aid presentation.	
Sentence	Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play)	
	Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because)	
	Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore)	
Word	Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of)	
	Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).	
Composition	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).	
	Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).	
	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	
	Discusses and records ideas.	
	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures	
	Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised)	
	In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).	
	In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings)	
	Assesses the effectiveness of their own and others' writing and suggests improvements.	
	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
Spelling	Proof-reads for spelling and punctuation errors	
	Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear	
	Uses further prefixes and suffixes and understands how to add them (Appendix 1)	
	Spells further homophones	
	Identifies commonly misspelt words and attempts to correct them. (See Appendix 1)	
	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')	
Handwriting	Uses the first two or three letters of a word to check its spelling in a dictionary	
	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.	
Handwriting	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant	
	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	

Beginning + = At least 2 KPIs and at least 6 statements overall

Developing = At least 2 KPIs and at least 7 statements overall

Developing + = At least 3 KPIs and at least 12 statements overall

Secure = At least 5 KPIs and at least 17 statements overall

Exceeding = At least 6 KPIs and at least 23 statements overall