

Year 3 Writing Standards

Working Towards the Expected Standard						
I can write simple, coherent narratives.						
I can write in a range of non-narrative forms.						
I can use the range of punctuation taught up to and including Year 2 mostly correctly.						
I can use the past and present tense mostly correctly.						
I can use co-ordination (e.g. or/and/but)						
I can use subordination (e.g. if/when/if/that) to join clauses.						
I can spell many common exception words.						
I can use phonic knowledge and other knowledge of spelling to spell most KS1 words.						
I can use mostly correctly: capital letters and full stops, question marks and exclamation marks.						
I can form capital letters and lower case letter correctly.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (beginning to develop an awareness of appropriate language and form)						
I can describe settings, character and plot in narrative.						
I can organise my writing into paragraphs mostly accurately.						
I can use inverted commas in direct speech.						
I can use simple layout devices in non-fiction (e.g. headings and sub-headings)						
I can use <i>a</i> or <i>an</i> correctly.						
I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.						
I can use expanded noun phrases to describe and specify.						
I can use past and present tense mostly correctly (e.g. ran, wander) and begin to use present perfect verb forms (e.g. will go, have eaten)						
I can use the range of punctuation taught up and including Year 3 mostly correctly (e.g. apostrophes for possession and commas in lists)						
I can spell correctly some words from the Year 3 and 4 spelling list.						
I can spell most Year 3 and 4 common exception words correctly.						
I can write legibly and with increasing fluency.						
I can try to use neat, joined handwriting.						

Working at Greater Depth						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can use detail and vocabulary to interest and engage the reader.						
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)						