

Year 3

Composition

		Working Towards	Secure	Greater Depth
Composition	Sentence structure/Grammar	<p>Usually uses simple and compound sentences with some attempt to form complex sentences, which may be uncontrolled.</p> <p>Uses a variety of sentences with different functions - punctuated correctly</p> <p>Uses range of simple conjunctions, e.g. and, then, but, so, because.</p> <p>Beginning to use pronouns to avoid repetition.</p> <p>Uses ways other than the subject to begin sentences.</p> <p>Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly</p> <p>Sentences with more than one clause are increasing evident, however these may remain uncontrolled.</p> <p>Uses an increasing variety of sentence openings.</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)</p> <p>First and third person and tense are used consistently.</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly confidently and independently</p> <p>Independently writing sentences with more than one clause, although these may remain uncontrolled</p> <p>Confidently using an increasing variety of sentence openings</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of) with increasing confidence and independence</p> <p>First and third person and tense are used consistently and confidently</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>There is subject verb agreement</p>
	Punctuation	<p>Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences.</p> <p>Capital letters increasingly and mostly accurate for proper nouns.</p> <p>Apostrophes for common contractions and singular possession nouns mostly accurate</p> <p>Beginning to use inverted commas to punctuate direct speech, however this may be inconsistent</p> <p>Commas used in lists used correctly</p>	<p>Punctuation to mark sentences - full stops, capital letters, exclamation and question marks - is usually used accurately.</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Usually using inverted commas to punctuate direct speech,</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	<p>Use of common punctuation taught is used accurate and independently at the point of writing.</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>
	Text Structure and	<p>Uses scaffolding and support to aid planning</p> <p>Although the writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece.</p>	<p>Plans using ideas gathered from wider reading and modelling.</p> <p>Writing demonstrates an understanding of purpose and audience</p> <p>Main features of story structure are present - beginning, middle and clearly developed resolution</p>	<p>Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience</p> <p>Children are able to make choices about the form their writing should take without the need for scaffolds.</p>

		<p>Stories are written with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance.</p> <p>A simple sequence of events which are generally related to each other, though not necessarily well paced.</p> <p>Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence.</p>	<p>Usually groups similar information together (starting to use paragraphs for all forms of writing).</p> <p>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations</p>	<p>Showing more confidence in grouping ideas together to form paragraphs</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations independently</p>
	Drafting and Editing	<p>To proof read to check for errors in spelling, grammar and punctuation.</p> <p>With support can make simple improvements for contents either within their own</p>	<p>To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</p> <p>Can make simple improvements for content either within their own and others' writing</p>	<p>To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.</p> <p>Can make simple improvements for contents either within their own writing with confidence</p>
	Effective use of language/Vocabulary	<p>Starting to use adventurous word choices to add detail and engage the reader</p>	<p>Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs,</p> <p>Using technical language appropriate to the text type</p>	<p>Writing shows conscious word choices around adverbs and prepositions for particular effect</p>
Transcription	Spelling	<p>Spelling rules and guidance from Appendix 1 year 2 are applied accurately.</p> <p>Starting to use taught spelling rules from appendix 1 (year 3 and 4)</p>	<p>Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe</p>	<p>Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe and starting to spell words that are exceptions to common spelling rules.</p>
	Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be moving towards a joined style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left not joined</p> <p>The children should be using a joined style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>