

Writing Standards File

Year 3 Writing

KPIs	Performance Standard
<p>Organises paragraphs around a theme In narratives, creates settings, characters and plot Proof-reads for spelling and punctuation errors Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box Expresses time, place and cause using conjunctions Introduces inverted commas and other punctuation to punctuate direct speech Uses headings and sub-headings to aid presentation Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play' Handwriting should be joined and letter size may be inconsistent. Spells words some words from the Year 3 word list correctly. Selects the appropriate spelling for some homophones as per English appendix 1. Correctly spells words using the following prefixes. (dis-, mis-, in-, sub-, auto-, anti-, inter-) Uses apostrophe to show possession</p>	<p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation A child can:</p> <ul style="list-style-type: none">• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and• understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)</p> <p>A child is beginning to use joined handwriting throughout independent writing</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</p> <p>A child is beginning to understand how writing can be different from speech</p>