

## Year 3 Writing Criteria

Name:	1	2	3	4	5	6	7
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### Working Towards the Expected Standard

write simple, <b>coherent</b> narratives about personal experiences and those of others (real or fictional).							
using punctuation (full stops, exclamation marks and singular possessive apostrophe) mostly accurately							
spelling most common words with contracted forms							
spelling some common exception words*							
Using the diagonal and horizontal strokes needed to join letters in some of their writing							
Write from memory simple sentences dictated by a teacher							

### Working at the Expected Standard

Writing is <b>coherent</b> and demonstrates a mix of sentence structures, including <u>some</u> subordinate clauses.							
In fictional writing settings, plots and characters are created.							
Draft and write by organising writing into paragraphs as a way of grouping material							
Draft and write non-narrative, using headings and sub-headings to organise text							
Past and present tenses are used <u>mostly</u> correctly.							
An increasingly varied and rich vocabulary <u>is starting to</u> develop.							
Demarcating sentences with capital letters and a range of punctuation	<u>Mostly</u> accurate use of capital letters						
	<u>Mostly</u> accurate use of full stops						
	<u>Mostly</u> accurate use of question marks						
	<u>Mostly</u> accurate use of exclamation marks						
	<u>Mostly</u> accurate use of commas for lists						
	<u>Some</u> accurate use of apostrophes for contraction and singular possession.						
Inverted commas <u>may</u> be used to punctuate speech.							
Some use of conjunctions, adverbs and prepositions in writing <i>express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of) with increasing accuracy</i>							
spelling <u>many</u> common exception words							
Use <u>many</u> of the prefixes un-, dis-, mis-, re-, pre-, super-, anti-, auto-							
Increasingly use diagonal and horizontal strokes needed to join letters in writing							

### Working at Greater Depth Within the Expected Standard

<b>Cohesive</b> devices have been used at all times to create controlled style of writing appropriate to the audience and purpose of the text. (links with programme of study)							
spelling most common exception words							
accurately use a/an, conjunctions, adverbs and prepositions							
on many occasions use inverted commas to punctuate direct speech							
Increase the legibility, consistency and quality of his/her handwriting							

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

1

3

5

7

2

4

6

