

### Standard 3 (Year 3)

Working at the expected standard		Notes
• communicates clearly		
• consciously crafts her writing		
• creates a sense of purpose and audience		
• sustains structure		
• shows imagination and originality		
• engages and interests the reader		
• shows writer's enthusiasm		
• makes improvements to her writing based on agreed criteria		
• writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussions of models of writing with similar structure, vocabulary and grammar		
• in narratives, she creates setting, characters and plot		
• uses paragraphs to group related ideas and information		
• uses conjunctions, adverbs and prepositions to express time, place and cause (beginning to show understanding of fronted adverbials)		Conjunctions: <i>when I arrived at school (time); because I like singing (cause);</i> Adverbs: <i>carefully; amazingly</i> Prepositional phrases: <i>a few days ago; out of the blue; at the back of the classroom; next to the bus</i>
• uses headings and subheadings to aid presentation		
• uses nouns and noun phrases, modified by adjectives and other nouns to add details		<i>e.g. long, black hair; a hidden box; a popular tourist attraction</i>
• uses a range of conjunctions, to write sentences containing more than one clause		Coordination: <b>or / and / but / so</b> Subordination: <b>when / if / so that / because / as</b>
• uses mostly accurately	capital letters and full stops	
	question marks	
	exclamation marks	Exclamatory words, phrases or sentences.
	commas within lists	
	apostrophes for contraction	<i>e.g. won't, don't, I'm</i>
• make some correct use of	inverted commas to indicate direct speech	<i>e.g. The conductor shouted, "Sit down!"</i>
• accurately applies some of the spelling rules and patterns listed for Year 3/4 including for prefixes and suffixes and some of the Y3/4 word list.		
• spells some common homophones, and some other words that are often misspelt, accurately, based on what has been taught		<i>e.g. accept-except; affect-effect; berry-bury</i>
• writes with increasing legibility and consistency		
• uses the diagonal and horizontal strokes that are needed to join letters, and understands which letters, when adjacent to one another, are best left un-joined		

### Working at greater depth within the expected standard

• applying structures and techniques from a wide range of reading to enhance their own writing
• demonstrating greater control, stamina and fluency
• finding their writer's voice