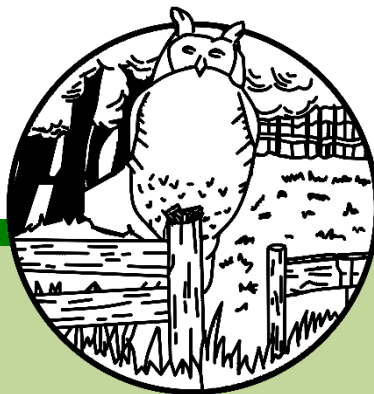


Year 3 Writing Criteria



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Year 3 Writing Criteria



Name:

Collection

Working Towards the Expected Standard

The pupil can write sentences to form a short narrative, after discussion with the teacher:

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

The pupil can write different purposes, after discussion with the teacher:

draft and write in narratives, creating settings, characters and plots, using a range of forms appropriate to genre.

can describe settings, feelings, senses etc.

can adapt chosen form to audience and purpose (e.g. formal and informal letters).

draft and write by organising writing into paragraphs as a way of grouping material

can structure and organise work clearly (beginning, middle, end, letter, dialogue structure etc.)

draft and write non-narrative, using headings and sub-headings to organize text

capital letters, full stops, question marks, exclamation marks, commas and apostrophes are mostly used appropriately and when necessary.

can use interesting and ambitious words sometimes (not technical language).

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

can use adjectives for description.

can extend sentences logically in sequenced sentences.

can construct sentences that are grammatically correct (noun-verb agreement).

can use pronouns to avoid repetition.

use a or an according to whether the next word begins with a consonant or vowel

often use conjunctions, adverbs and prepositions in writing

spelling many common exception words

use the prefixes un-, dis-, mis-, re-, pre-, super-, anti-, auto-

add suffixes beginning with vowel letters to words of more than one syllable

Increasingly use diagonal and horizontal strokes needed to join letters in writing

Working at Greater Depth Within the Expected Standard

The pupil can write for different purposes, after discussion with the teacher:

Spelling most common exception words:

All year 2 common exception words

Most year 3 common exception words (generally with occasional errors – 85%)

Spelling is mostly accurate, except for in the case of obscure or rare words

Accurately use:

a/an

conjunctions, adverbs and prepositions:

- conjunctions – secure with using when, before, after, while, so, because
- adverbs – secure using then, next, soon, therefore
- prepositions – secure using before, after, during, in, because of
- beginning to use effective conjunctions to contrast, link, add extra information, show passage of time, open sentences

on many occasions use inverted commas to punctuate direct speech								
Increase the legibility, consistency and quality of his/her handwriting by ensuring:	Writing is neat, legible and joined							
	Font is varied for impact e.g. capitalisation and bold							
	Maintain legibility, consistency and quality of writing for at least one side of A4							
can attempt to give opinion, interest or humour through detail.								
can use generalising words for style (e.g. mostly, sometimes etc.) and modal verbs (might, could etc.).								
is beginning to develop a sense of pace (lively and interesting).								

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%)