

Year 3 writing expectations

Expected by Autumn Term	Expected by Spring Term	Expected by Summer Term	Achieved
Uses adjectives and verbs to describe settings			
Uses co-ordinating conjunctions within sentences (<i>and, but, so, or</i>)			
Uses subordinating conjunctions within sentences (<i>because, if, when, that</i>)			
Demarcating most sentences with capital letters and full stops			
Using capital letters for proper nouns			
Some correct use of question marks and exclamation marks			
Commas in a list			
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly			
Legible handwriting with correct formation, consistent letter size, and ascenders/descenders			
Consistent finger spaces and letter spaces			
Using and spelling growing range of suffixes (eg: -ed -ing -ly -er)			
Uses adjectives and verbs to describe character			
Use a wider range of subordinating conjunctions within sentences (<i>before, after, while, once, so that</i>) eg: <i>He went to the shop before he arrived at school.</i>			
Use simple -ly adverbs (eg <i>happily, quickly, slowly</i>)			
Use prepositions for place within sentences (<i>on, under, in above, behind, next to</i>) eg: <i>The seagull flew above the stormy sea.</i>			
Beginning to group material into paragraphs when there is a shift in time or chronology			
Beginning to use speech marks for words that have been said			
Uses correct determiner <i>a</i> or <i>an</i>			
Legible writing with some joins			
Some use of progressive e.g. <i>she is drumming; he was shouting</i>			
Spelling some words with contracted forms* e.g. I'm, don't.			
Develops settings and character with an awareness of plot			
Use prepositions of time both within and at the start of sentences (e.g. <i>before, after, during,</i>) eg. <i>During the afternoon, the storm raged through the village.</i>			
Greater use of paragraphs for shifts in time or chronology in most pieces of writing			
Uses headings and subheadings to aid presentation			
Secure use of speech marks around words that are spoken followed by stating who spoke them			
Mostly correct use of question marks and exclamation marks			
Commas after adverb and prepositions of time starters e.g. <i>First, we visited the rainforest display.</i>			
Applies Y3 spelling patterns learnt (eg -ness, -er, -est, ful)			
Uses a widening range of vocabulary and sentence structures taught (i.e. simple expanded noun phrases, adverb starters, preposition of time starters)			
Greater Depth			
using a varied and rich vocabulary and an increasing range of sentence structures			
using effective structure and organisation techniques such as paragraphs, headings and sub-headings to create clarity for the audience			
Spelling words that are often misspelt (English Appendix 1)			
Beginning to show fluency, joins and speed within their handwriting			