

# Year 3 Writing Checklist

## Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:		
To rehearse orally their ideas for writing and record their ideas using a modelled planning format.		
To demonstrate some understanding of purpose and audience (although this may not be sustained).		
To use the simple structure of a wider range of text types.		
To proof-read their work to check for errors and make simple improvements with guidance.		
To make more ambitious word choices (often reflecting those modelled by a teacher).		
To usually maintain the correct tense (including the progressive form).		
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.	
	commas within lists.	
	apostrophes to show possession and to form contractions.	
To begin to add inverted commas to mark direct speech (may not be consistent).		
To use a range of simple conjunctions (including some subordination).		
To spell some words with prefixes correctly, e.g. <b>irrelevant</b> , <b>autograph</b> , <b>incorrect</b> , <b>disobey</b> , <b>superstar</b> , <b>antisocial</b> .		
To spell some words with suffixes correctly, e.g. <b>usually</b> , <b>poisonous</b> , <b>adoration</b> .		
To apply all spelling rules from the KS1 guidance within the English Appendix 1.		
To begin to use neat, joined handwriting.		

# Year 3 Writing Checklist

## Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives. <sup>[2]</sup>	
To begin to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. <b>irrelevant</b> , <b>autograph</b> , <b>incorrect</b> , <b>disobey</b> , <b>superstar</b> , <b>antisocial</b> .	
To spell many words with suffixes correctly, e.g. <b>usually</b> , <b>poisonous</b> , <b>adoration</b> .	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

# Year 3 Writing Checklist

## Working at Greater Depth within the Expected Standard:

<b>Pupil(s) are confidently and independently able to apply their knowledge:</b>	
To plan and write with an understanding of purpose and audience.	
To use the structure of several text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors, suggesting and making improvements.	
To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
To create settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use the full range of punctuation from previous year groups.	
To use punctuate direct speech accurately, including the use of inverted commas.	
To use subordinate clauses (sometimes in varied positions).	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To spell most words with prefixes correctly, e.g. <b>irrelevant, autograph, incorrect, disobey, superstar, antisocial.</b>	
To spell most words with suffixes correctly, e.g. <b>usually, poisonous, adoration.</b>	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy and speed.	