



Year 3	Evidence collection						
Working towards the expected standard							
Write simple, coherent narratives.							
Write in a range of non-narrative forms.							
Use the range of punctuation taught up to and including Y2 mostly correctly.							
Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.							
Spell many common exception words.							
Use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly.							
Form capital letters and lower case letters correctly.							
Year 3	Evidence collection						
Working at the expected statements							
Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)							
Create settings, character and plot in narrative.							
Use speech punctuation correctly when following modelled writing.							
Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.							
Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten).							
Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists).							
Spell correctly words from learning in previous year groups and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible.							
Spell most common exception words.							
Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that down strokes of letters are parallel and equidistant).							



Join letters with diagonal and horizontal strokes where appropriate.							
Year 3	Evidence collection						
Working at greater depth within the expected standard							
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.							
Use detail and vocabulary to interest and engage the reader.							
Use paragraphs.							
Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)							