

## Year 3 End of Year Writing Targets

### Working Towards the expected standard

The pupil can write for a range of purposes and audiences.	1	2	3	4	5	6
<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives or order for non-fiction.</li> </ul>						
<ul style="list-style-type: none"> <li>correct choice and consistent use of present and past tense throughout writing</li> </ul>						
<ul style="list-style-type: none"> <li>formation of adjectives using suffixes such as -ful/ -ness. Use of suffixes in adjectives (er, est, and ly) to form adverbs.</li> </ul>						
<ul style="list-style-type: none"> <li>use of statements, questions, exclamations and commands in sentences.</li> </ul>						
<ul style="list-style-type: none"> <li>begin to extend sentences using but, so, and &amp; because</li> </ul>						
Use mostly correct	<ul style="list-style-type: none"> <li>capital letters</li> </ul>					
	<ul style="list-style-type: none"> <li>full stops</li> </ul>					
	<ul style="list-style-type: none"> <li>question and exclamation marks</li> </ul>					
	<ul style="list-style-type: none"> <li>apostrophes to indicate letters missing in spelling and to mark singular possession</li> </ul>					
<ul style="list-style-type: none"> <li>begin to use a dictionary to find words</li> </ul>						
<ul style="list-style-type: none"> <li>spelling most KS1 words correctly</li> </ul>						
<ul style="list-style-type: none"> <li>spelling some common exception words correctly (Year 2)</li> </ul>						
<ul style="list-style-type: none"> <li>form lower case and capital letters the correct size, and begin to join letters using diagonal and horizontal strokes.</li> </ul>						
Expected Standard						
<ul style="list-style-type: none"> <li>begin to create settings/characters/plot or use some non-fiction organisational devices in writing</li> </ul>						
<ul style="list-style-type: none"> <li>begin to use paragraphs to group related ideas</li> </ul>						
<ul style="list-style-type: none"> <li>use of some conjunctions and prepositions to express time, place and cause (e.g. when before, after, while, so &amp; because, during &amp; in).</li> </ul>						
<ul style="list-style-type: none"> <li>use of adverbs to sequence ideas (e.g. for example, then, next, soon, therefore).</li> </ul>						
<ul style="list-style-type: none"> <li>choosing nouns and pronouns to aid clarity &amp; cohesion, and to avoid repetition</li> </ul>						
<ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes and use of some expanded noun phrases to expand sentences</li> </ul>						
<ul style="list-style-type: none"> <li>accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ul>						

Use mostly correctly	• commas to separate items in a list						
	•begin to use speech marks to punctuate direct speech						
	• spell words that are often misspelt and further homophones						
Use some correctly	• using a range of coordinating and subordinating conjunctions to extend sentences						
	• start to use the first two or three letters of a word to check its spelling in a dictionary						
	• use present perfect form of verbs instead of the simple past.						
<b>Working at Greater Depth</b>							
Using the taught range of punctuation 90% correctly, to extend sentences, and proof reading own writing for spelling and punctuation errors.							
Using a range of sentence openers (subordinates, prepositions and adverbials to make sentences more interesting.							

NB: Before moving to the next standard ALL objectives must be highlighted in the previous standard. It is not a best fit.