

Performance of Writing - Expected Standard at end of Year 3



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Develop multiple ideas in a story enriched with descriptive detail.						
Develop multiple ideas in non-fiction that are factual and precise.						
Express a basic viewpoint, an opinion or promote an idea e.g. I believe...						
Produce texts which are appropriate to reader and purpose.						
Maintain the main features of a genre/text type.						
Content makes sense throughout the piece.						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point.						
Begin to understand what a paragraph is and show ideas grouped together.						
Construct a cohesive piece with logical links/ breaks.						
Use headings and sub-headings to group ideas.						
Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...						
Closing signalled in narrative and non-fiction e.g. Eventually..., Ultimately...						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Use one word in isolation to grab the reader's attention e.g. Stop!						
Add detail into descriptions e.g. precise words, descriptive noun phrases.						
Use prepositions that position in place/environment e.g. in, on, behind, under.						
Tense						
Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.						
Conjunctions/Complex Sentences						
Experiment with a widening range of conjunctions e.g. while, so, although.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached.						
Use the word 'like' to build a simile e.g. Her eyes were like deep pools.						
Vocabulary						
Select appropriate and effective vocabulary.						
Choose words because of the effect they will have on the reader.						
Use some 'red' ambitious vocabulary (see red Writing Progress Records).						
Adverbs/adverbial phrases						
Use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke.						
Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result.						
Punctuation						
Write with technical accuracy of punctuation.						
Emerging use of inverted commas to punctuate direct speech.						
Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.						
Spelling and Word Structure						
Apply spelling rules into writing.						
Use a range of prefixes to extend repertoire of nouns e.g. super_..., anti_..., auto_...						
Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.						
Experiment with more complicated words built from a common word e.g. dissolve, solution.						
Broadly this will not influence judgement but this is the year 3 benchmark.						
Handwriting and presentation						
Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left unjoined.						
Show increased legibility and quality to handwriting.						

Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Preposition						
Conjunction						
Word family						
Prefix						
Clause						
Subordinate clause						
Direct speech						
Consonant						
Consonant letter						
Vowel						
Vowel letter						
Adverb						
Inverted commas (or "speech marks")						

Effective Examples Of Writing Ideas



F ❤️						
A 🗣️						
N 😬						
T 🖐️						
A 🐛						
S 👣						
T 🖋️						
I 🗣️						
C 🧠						

Expected Standard Progression Key:

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No/Little Evidence	0 - 3
P Progressing Towards	4 - 9
O On Track	10 -14
W Way Ahead	15 -20
D+	21 + = Greater Depth: Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina-based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing tasks.