Year 3 Writing Checklist – working at the expected standard

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| **Pupil(s) are beginning to independently apply their knowledge:** |  |  |  |  | **Collection** |
| **Composition and effect** |  |  |  |  |  |
| 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 use of simple layout devices in non-fiction) |  |  |  |  |  |
| To proof-read 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. |  |  |  |  |  |
| To begin to organise their writing into paragraphs around a theme. |  |  |  |  |  |
| **Grammar and punctuation** |  |  |  |  |  |
| 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. |  |  |  |  |  |
| **Transcription** |  |  |  |  |  |
| To spell many words with prefixes correctly, e.g. **ir**relevant, **auto**graph, **in**correct, **dis**obey, **super**star, **anti**social. |  |  |  |  |  |
| To spell many words with suffixes correctly, e.g. usual**ly**, poison**ous**, ador**ation**. |  |  |  |  |  |
| 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. |  |  |  |  |  |