

Writing End of Year Statements - Year 3



Working Towards the Expected Standard

With some support, pupils are able to:

- Write for both fictional and non-fictional purposes showing an awareness of the structure of different text types.
- Demonstrate some understanding of purpose and audience (although this may not be sustained).
- Rehearse orally their ideas for writing and record their ideas using a modelled planning format.
- Make more ambitious word choices (often reflecting those modelled by a teacher or another child).
- Use expanded noun phrases
- Use a range of simple conjunctions for coordination and subordination e.g. when, if, because, although
- Know the difference between a statement, question, exclamation and command
- Use present and past tense verb forms including the progressive form, mostly correctly and consistently
- Demarcate sentences with capital letters and full stops, question marks, exclamation marks,
- Use commas to separate items in a list and apostrophes for contraction and possession
- Begin to add inverted commas to mark direct speech (may not be consistent).
- Spell common exception words (KS1) nearly always correctly.
- Apply Y1/2 spelling rules nearly always accurately.
- Use the diagonal and horizontal strokes needed to join letters in some of their writing
- Consistently write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- To proof-read their work to check for errors and make simple improvements with guidance.

Expected Standard

With limited support, pupils are able to:

- Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Begin to use ideas from own reading and modelled examples to plan their writing.
- Create a simple plot in narrative and describe characters and settings.
- Demonstrate an increasing understanding of purpose and audience.
- Make deliberate ambitious word choices to add detail
- Use simple organisational devices (e.g. headings or sub-headings) appropriately
- Describe settings and characters using expanded noun phrases
- Use a range of co-ordinating and subordinating conjunctions both within and at the start of sentences e.g. when, if, because, although
- Use adverbs to express time.
- Use prepositions to express place and time
- Use correct tense consistently, including the present perfect tense
- Use *a* or *an* accurately.
- Begin to use paragraphs to structure writing
- Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly
- Begin to use apostrophes to mark plural possession.
- Begin to use inverted commas to punctuate speech
- Spell most words that follow taught spelling rules and patterns correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling nearly all common exception words correctly (KS1 and Y3)
- Use the diagonal and horizontal strokes needed to join most letters in their writing so that most is in a legible, joined style.
- To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.

Greater Depth within the Expected Standard

Pupil confidently and independently applies their knowledge and skills to demonstrate that they are able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Use dialogue accurately and sparingly so it effectively adds detail to the writing
- Use a wide range of co-ordinating and subordinating conjunctions within and across sentences
- Use a range of precise vocabulary (nouns, verbs and adjectives)
- Accurately use the full range of punctuation taught at key stage 1 and in Y3
- Have a fluid and legible joined handwriting style.
- Write with a confident 'voice' and awareness of the reader and are able to say why they have included certain words or phrases/sentence types etc.
- Have a confident grasp of the Year 3 spelling programme of study, spelling most of these words correctly.

Year 3 - 4 Word List

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes

pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	
Year 3 – 4 Spelling Programme of Study	
Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	young, touch, double, trouble, country
More prefixes	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect il- : illegal, illegible im- : immature, immortal, impossible, impatient, imperfect ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anticlockwise, antisocial auto- : autobiography, autograph
The suffix –ation	information, adoration, sensation, preparation, admiration
The suffix –ly	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	division, invasion, confusion, decision, collision, television
The suffix –ous	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Homophones and near-homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Range of Punctuation Expected in Year 3	
Year 1	<ul style="list-style-type: none"> ● Capital letter to start a sentence ● Capital letter for proper nouns ● Capital letters for personal pronoun (I) ● Full stops ● Question marks ● Exclamation mark
Year 2	<ul style="list-style-type: none"> ● Apostrophe for contractions ● Apostrophe for possessions ● Commas for a list ● Coordinating conjunctions (e.g for, and, nor, but, or, yet, so) ● Subordinating conjunctions (e.g when, if, that, because)
Year 3	<ul style="list-style-type: none"> ● Inverted commas to punctuate direct speech