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| **Name:** |
| Working **TOWARDS** the **Year 3** expected standard |  |  |  |  |
| • to write simple narratives and non-fiction independently  |  |  |  |  |
| • use some **expanded noun phrases** E.g. the blue butterfly |  |  |  |  |
| • begin to use **adverbials for time**: then, after, next |  |  |  |  |
| • use **tense** mostly correctly  |  |  |  |  |
| • can punctuate statements, questions, exclamations and commands correctly  |  |  |  |  |
| • Join ideas using subordination: when, if, because |  |  |  |  |
| • **correctly use**  | **capital letters for names & places**  |  |  |  |  |
| **capital letters for days of the week** |  |  |  |  |
| **capital letters for the pronoun ‘I’** |  |  |  |  |
| **apostrophes for contractions usually** |  |  |  |  |
| • **spell words correctly** (Y1 & Y2 and some of Y3/4 list) |  |  |  |  |
| • begin to **join some letters** |  |  |  |  |
| • begin to **edit** own writing with support  |  |  |  |  |
| Working **AT** the **Year 3** expected standard |  |  |  |  |
| • use some **expanded noun phrases** to describe charactersE.g. the blue butterfly |  |  |  |  |
| • write non-fiction in sections, beginning to use headings |  |  |  |  |
| • consistent use of **present and past tense**  |  |  |  |  |
| • use **‘and’** to join parts of sentences  |  |  |  |  |
| • use **phonics to spell many words correctly**  |  |  |  |  |
| • begin to punctuate some dialogue with **inverted commas**  |  |  |  |  |
| • correctly use | **all punctuation at working towards**  |  |  |  |  |
| **Prepositions E.g. before, after, during**  |  |  |  |  |
| **Pronouns E.g. He, she, they** |  |  |  |  |
| **Subordination E.g. when, if, because** |  |  |  |  |
| **Coordination E.g. or, and, but, so**  |  |  |  |  |
| **Singular and plural – fox-foxes, mouse -mice** |  |  |  |  |
| • **spell words correctly** (most of 3/4 list)  |  |  |  |  |
| • **edit** Y3 grammar and spelling independently |  |  |  |  |
| Working **ABOVE** the **Year 3** expected standard |  |  |  |  |
| • deliberately structure writing in a few different genres – instructional, informative, fairy tale |  |  |  |  |
| • write in sections and paragraphs beginning to reflect change in time or place  |  |  |  |  |
| • spell words correctly (all of Y3/4 list) including prefixes and suffixes |  |  |  |  |
| • make deliberate ambitious word choices with good attempts at spelling |  |  |  |  |
| • uses inverted commas for dialogue.  |  |  |  |  |
| • is beginning to **edit and improve** the spelling and punctuation of my own writing |  |  |  |  |