

Year 3 – Working towards the expected standard						
The pupil can write for different purposes, with a developing awareness of audience, after discussion with the teacher:						
• Using the full range of punctuation taught at key stage 1 mostly correctly (capital letters and full stops with some use of question marks and exclamation marks)						
• Spell most common exception words*						
• Spell most words with contracted forms*						
• Adding suffixes to spell most words correctly in their writing, eg, -ment, -ness, -ful, -less and -ly*						
• Using the diagonal and horizontal strokes needed to join letters in some of their writing.						
Year 3 – Working at the expected standard						
After discussing the purpose and audience (eg, for narrative, non-fiction and poetry), the pupils will produce writing with appropriate structure, vocabulary and grammar :						
• Using the full range of punctuation taught at key stage 1 mostly correctly including:	Capital letters and full stops					
	Question marks					
	Exclamation marks					
	Apostrophes to mark singular possession in nouns					
	Commas to separate items in a list					
• Spelling most of the common key stage one exception words						
• Spelling most of the year 3 statutory spellings (see KLIPs document)						
• Beginning to use and punctuate direct speech						
• Identify clauses within sentences						
• Extend the range of sentences with more than one clause by using a wider range of prepositions and conjunctions including when, if, because, although (expressing time, place and cause)						
• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition						
• Using appropriate vocabulary including expanded noun phrases and powerful verbs to describe character, setting and plot						
• Use the perfect form of verbs using has and had to indicate a completed action, eg – he has gone out to play (present perfect) instead of he went out to play (simple past tense.)						
• To begin to use adverbs to open sentences, eg – Suddenly, Silently, Soon, Next, and Eventually.						
• Use the determiner a or an according to whether the next word begins with a consonant or vowel.						
• Explore and collect nouns with prefixes super, anti and auto						
• To group related material into paragraphs around a theme.						
• To use headings and sub headings to organise information						
• Using the diagonal and horizontal strokes needed to join letters in most of their writing						