



Age Related Expectations

Year 3 - Writing

Key performance indicator (KPIs)	Performance standard
<p>Organises paragraphs around a theme. In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>Uses the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play.'</p>	<p><i>With reference to the KPIs</i></p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>A child can:</p> <ul style="list-style-type: none"> • spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document); • spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology; • monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels; • write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; • understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).</p> <p>A child is beginning to use joined handwriting throughout independent writing.</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.</p> <p>A child is beginning to understand how writing can be different from speech.</p>