



Aspire, Believe, Succeed

Writing Standards File

Year 3 Writing

KPIs	Performance Standard
<p>Organises paragraphs around a theme</p> <p>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 and other punctuation 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 eg 'He has gone out to play' in contrast to 'He went out to play'</p> <p>Handwriting should be joined and letter size may be inconsistent.</p> <p>Spells words some words from the Year 3 word list correctly.</p> <p>Selects the appropriate spelling for some homophones as per English appendix 1.</p> <p>Correctly spells words using the following prefixes. (dis-, mis-, in-, sub-, auto-, anti-, inter-)</p> <p>Uses apostrophe to show possession.</p>	<p>With reference to the KPIs</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; and • 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>



KPIs exemplified:

Proof-reads for spelling and punctuation errors

Context:

The children are in the routine of re-reading and revisiting their work to ensure that it makes sense. They thoroughly check their writing and make any necessary changes using a green pen. This is done throughout the curriculum, across all subjects. The two samples below are taken from Geography and English narrative writing. This proof reading is taught and the children are shown how to do it, but they work on their own work independently.

The Effects of an Earthquake
Firstly, the Effects of an earthquake can be very serious. You can lose your family and your friends. There will also be short terms and long terms. A long term affect is when you do something in the time like if a building fall you would not repair it straight away. A short term affect is when you panic and scream and every thing stops. A short term during a earthquake is people will be panicking. A long term Record News affect during a earthquake is that the buildings can fall and no body

The child has proof read their work and decided to add further information to improve their writing in Geography.

I heard the birds chirping and I could see lush grass. The ~~so~~ cloudless sky was a clear and clear blue sea. I decided I wouldn't join in, so I sat on a bench. "I need the toilet, I'll be back soon!" I hid whilst putting my backpack on my back.
"Well, hurry up then!" grumbled the leader. As soon as I got back, they told me to meet at the same place.
I got home and I have slept and I could hear echos in my head telling me to stop helping them, but I didn't listen. The very next day, I woke up with a confused face and I eventually got to the park, and the leader growled "Where have you been?"

The child has proof read their work and made changes to spelling and punctuation. In some cases they have added words, changed spelling of words or added/ changed punctuation choices.

Commentary:

The child can re-read their writing and decide to make changes to improve the way their work sounds when read. They are able to change punctuation choices, change spellings which they have identified as incorrect or add additional words/ phrases to enhance their writing.



Writing Standards File Year 3

KPIs exemplified:

In narratives, creates settings, characters and plot

Context:

Through reading, the children familiarise with a range of settings, character descriptions and plots. They are able to identify the features and styles of writers. Before writing, they plan their narrative, considering the development of each of these. When writing, they are encouraged and taught to pay attention to the way that they write their setting, character description so that it has the desired impact on the reader. They are also taught to pace their plot so that it is enjoyable to read.

one night there was a loud, terrible storm outside my window. I woke up and I felt terrified and alone. The thunder was clapping and all of the trees were dancing, and I could hear the wolves howling outside. I could feel the house shaking every minute.

I woke up early in the morning to find my dad wasn't in the house, and my mum told me that I had to take a cake to my grandma who was ill. My mum told me not to go through the forest but I wanted to get back home to see my dad.

Careful consideration is given to vocabulary, using the Year 3 word list to broaden vocabulary. Descriptions reflect this.

One freezing, dark night in a creepy, small village. Parents were scared because they knew...
...STARJICK was coming! The snow was as deep as the sea. Every winter a bony, kidnapping beast named Starjick comes to the village kidnaps lots of children.
In the morning Ivar's brother was gone, Ivar felt so worried! Ivar opened the cupboard and grabbed a loaf of bread to start his adventure to

Children experiment with writing using different features, e.g. suspense, figurative language (similes and metaphors). This may not always be successful.

Five hundred years after dinosaurs were extinct, there lived a hardworking person, who was known as Wee-Long. Wee-Long was a helpful and caring person but unfortunately Wee-Ting (his boss) was the opposite. This meant he was selfish and bossy.

Description may be literal.
Links between sentences are there but may lack pronouns.

Wee-Ting owned a gigantic house but sadly Wee-Long had to work for his horrible boss. This horrible man lived in a big city in China. The city was always busy and most of the time it was colourful except when darkness came. When the darkness came it was as dark as charcoal.

One magical day, a message arrived from the massive palace. Once Wee-Ting found out there was a book contest he shouted "Get me my best author to write me the best book in the world!" He started to laugh loudly. "But that's cheating," whispered a quiet voice in the distance. "I do not care," shouted Wee-Ting angrily.

Commentary:

The child has a confident style when writing narrative. It is clear from their writing that they have read/ heard a range of narrative writing. They are able to structure a story and they can use description to inform the reader. Their descriptions can be basic and laboured. They miss opportunities to use fronted adverbials and pronouns (this is taught in Year 4).



Writing Standards File Year 3

KPIs exemplified:

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

Context:

Applied consistently throughout their writing independently the children can choose whether to use 'a' or 'an' as their determiner.

While Edward was on the floor an old lady finds Edward and uses him as a scare crow. A kind boy called Bryce took him to his sick sister, to who is very very poorly. Sarah Ruth called him Jangles. She loved Edward for several months until one peculiar day Sarah Ruth passed away. Edward felt heart broken.

Consistently used in all writing.
Text 1- English
Text 2- Topic
Text 3- Topic

How to make Shelter
If you are cold the quickest thing you could do is find an igloo or make a tree-pit shelter. You could even dig into a firm bit of snow to make a comfortable shelter.

After that, the coach took off and in an instant we were at the fabulous place, Cadbury World. As soon as we arrived, I exploded with happiness. Meanwhile, we were waiting for the tickets to be ordered. Then we walked into a room, the first thing we saw was where chocolate originated. He saw a man dressed as a pirate, he told us how chocolate was made. While we were watching the chocolate being made, we also tasted some. It was lovely! Soon, we went on a slow ride which wasn't scary at all.

Commentary:

The child can make the correct decision consistently about whether to use 'a' or 'an' as the determiner.



Writing Standards File Year 3

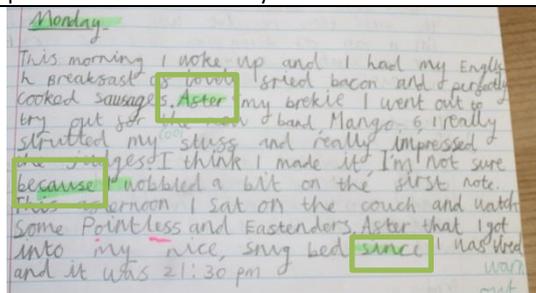
KPIs exemplified:

Expresses time, place and cause using conjunctions

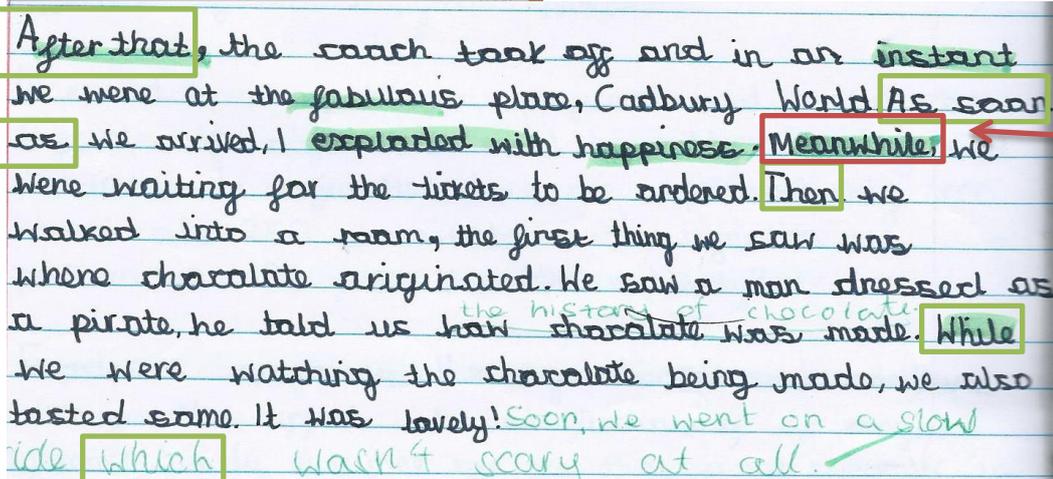
Context:

Throughout their writing and across a range of subjects, the children are taught to use conjunctions [for example, when, before, after, while, so, because, since].

For the writing in the samples below, conjunction was not the main focus of the teaching part of the lesson. It had been taught, during a previous lesson which may have been some time before this writing was done.



The Year 3 and 4 conjunctions are used in the child's writing with a good level of consistency.



There may be some errors/incorrect use.

Commentary:

The child can confidently apply the conjunctions taken from the Year 3 and 4 list, to their writing across a range of subjects and lessons. This is independent without the need to remind them. They may make to odd mistake, but generally this is accurate.



Writing Standards File Year 3

KPIs exemplified:

Introduces inverted commas and other punctuation to punctuate direct speech

Context:

In English lessons the children are taught to punctuate dialogue correctly. This is expected to be secure in Year 4. In year 3 the children are learning this skill and so their work may show some inconsistencies.

One day Dr. Ronaldo said "how did you end up on the streets?"
"well, we escaped from a workhouse before this one but Mr. laugh-a-lot, the man who looked after us, died so we had to go to this workhouse." replied Tim
"I see" Dr. Ronaldo said cautiously "anyway it's time for bed now, off you pop, night"
"Night, night." replied the three boys so they got to bed and slept till morning.

Once upon a time lived a dolphin he was not much of a brave dolphin at all. This story started way under the sea with his friend Spike, he was one of the jask ones, he was a sea horse. "hey spike," shouted the dolphin.
"What's up?" Spike came back to the dolphin.
"Do you want come to my party?" Spike said happily
"sure" the dolphin replied "where is it?" he said nicely
"in the dark hole" Spike whispered carefully.
"The d-d...d...dake hole of...d" skuddered the dolphin

Then, Mum said "Dear would you like to go to grandma's?"
"Yes mother, I would like to" I replied
There was two ways to get to grandma's, the long way which takes forever or the short way through the forest. "Don't go through the forest" said Mum but did I listen No. For once I wanted to go home quick just if Dad was home.

The child can consistently:
Use inverted commas to show the words spoken by the character
Show that they know there should be punctuation to close the speech but they may put this outside of the speech marks.

Acceptable errors at Year 3:
Not starting speech with a capital letter.
Punctuation not inside the speech marks.
Not starting a new line for new speaker.

Commentary:

The child can use inverted commas to show the words that are spoken. They are beginning to understand the other rules associated with punctuating dialogue but this may not be secure (must be secure in Year 4).



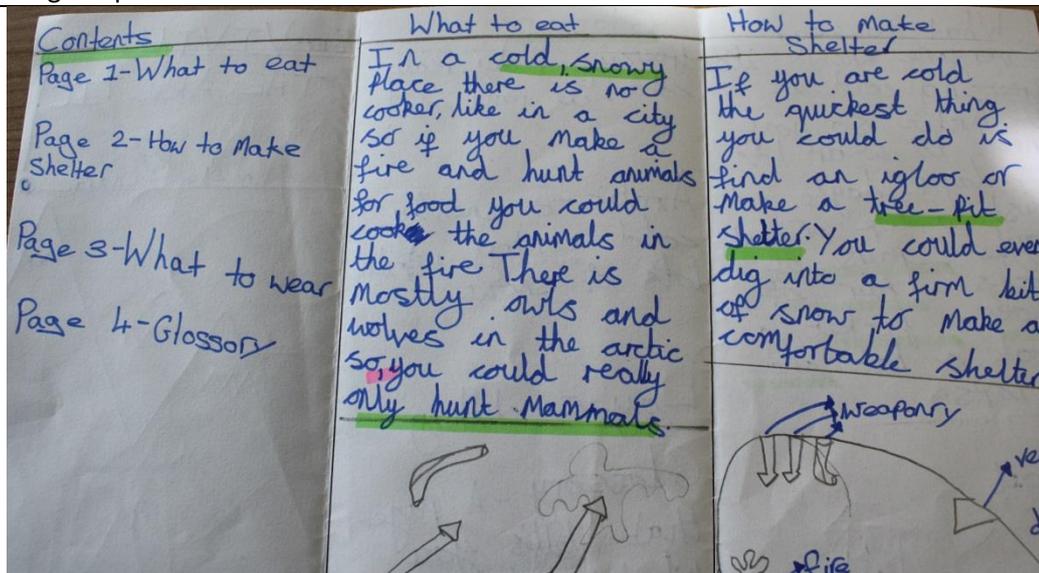
Writing Standards File Year 3

KPIs exemplified:

Uses headings and sub-headings to aid presentation

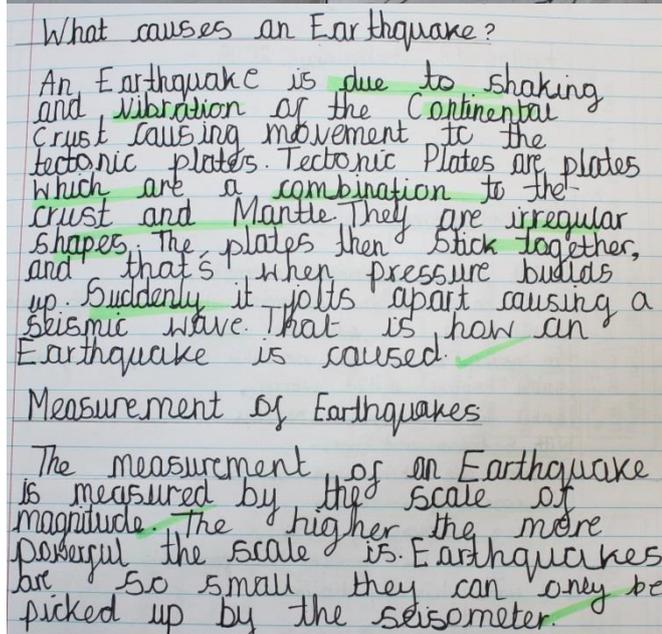
Context:

Through reading, the children experience a range of ways to present information in writing. They understand the purpose of headings and subheadings. They are given opportunities in their writing across the curriculum to use a range of presentational features.



Subheadings are used in an informative leaflet written during a topic lesson.

The child has decided to use them to help the reader to find information.



Subheadings in the form of questions are used to structure a piece of topic writing about Earthquakes.

The subheading summarises the content of each paragraph.

Commentary:

The child can independently decide when to use subheadings and the purpose of them. They can use them in a range of writing across the curriculum.



Writing Standards File Year 3

KPIs exemplified:

Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'

Context:

Through reading, the children are taught to understand the effect of writing using different verb forms. They are able to change the verb form in their writing. They can re-read their work to ensure that their writing makes sense and that the verb form has the effect on the reader they hoped for. They apply this skill in a range of writing across the curriculum. The samples below are taken from lessons where present perfect verb forms was not the teaching focus.

haven't. have been well managed
and behaved. I've stayed away from
the fierce, violent dogs and have carried
all of Mister Oakley's bags.

Other verb forms are used in writing, demonstrating the child's ability to choose the verb form according to the effect they are trying to create.

Present perfect verb form is applied correctly.

Tom has looked after me and has
fed me well. Also, he reads me the
Bible everyday. Please reply soon.

Hello, how are you? Have you been
doing anything interesting? I have

Missed you, the countryside is kinda
quiet compared to London. Tom has

I wasn't aloud to look at it. Polly claimed that
there was an abandoned house next to mine.
Apparently, nobody has lived there for years.
We instantly both thought 'Haunted' which
sort of startled me.

Commentary:

Using different verbs forms is natural to the child and they can choose the verb form according to the effect they are trying to create. This is independently applied throughout writing.



Writing Standards File Year 3

KPIs exemplified:

Handwriting should be joined and letter size may be inconsistent.

Context:

The children are expected to join their handwriting in Year 3. They have regular handwriting lessons, but they must join their handwriting whenever they write. Both of these samples were taken from lessons where handwriting was not the teaching focus.

One freezing, dark night in a creepy, small village; Parents were scared because they knew...
...STARJICK was coming! The snow was as deep as the sea. Every winter a bony, kidnapping beast named Starjick, ^{comes to the village} kidnaps lots of children.
In the morning Ivar's brother was gone, Ivar felt so worried! Ivar opened the ~~cupboard~~ cupboard and grabbed a loaf of bread to start his adventure, to

Capital letters not joined.

Then, Mum said "Dear would you like to go to grandma's?"
Yes mother, I would like to. I replied.
There was two ways to get to grandma's, the long way which takes forever or the short way through the forest. "Don't go through the forest" said Mum but did I listen No, For once I wanted to go home quick just if Dad was home.

Handwriting consistently joined.

There may be some irregularities in letter size.

Commentary:

The child's handwriting is consistently joined using the cursive style. There may be some inconsistencies in letter size (this must be consistent by Year 4). Capital letters must not be joined.