

Writing at 2X1* *Assumes all aspects of the Year 2 National Standard are embedded in prior learning and the child is working beyond the Year 3 National Standard for Writing.

(4B)	Transcription (Spelling)	Grammar & Punctuation	Vocabulary	Composition & Style					Handwriting
	AF8 – use correct spelling	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF7 – select appropriate and effective vocabulary	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF5 – vary sentences for clarity, purpose and effect	Handwriting and presentation
	(4B) Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:	Across a range of writing:
Additional Guidance	<ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> most common grammatical function words, including adverbs with -ly formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals likely errors: <ul style="list-style-type: none"> homophones of some common grammatical function words occasional phonetically plausible spelling in content/lexical words 	<ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled 	<ul style="list-style-type: none"> paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i> some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i> 	<ul style="list-style-type: none"> some variety in length, structure or subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text some variation, generally accurate, in tense and verb forms 	<ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, always joined
National Standard for Writing in Year 3 <small>All Elements Should Be Embedded & Exceeded</small>	<ul style="list-style-type: none"> spell further homophones (building on year 2) spell words that are often misspelt (also see Yr 3 spelling words below*) use the first 2 or 3 letters of a word to check its spelling in a dictionary use further prefixes and suffixes and understand how to add them (building on expectations from year 2) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far using <i>a</i> or <i>an</i> correctly use word families based on common words, showing how words are related (solve, solution, solver, dissolve, insoluble) 	<ul style="list-style-type: none"> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including: <i>when, if, because, although, before, after, while</i> Can indicate grammatical and other features by using commas after fronted adverbials can place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls', boys'</i>) and in words with irregular plurals (for example, <i>children's</i>) Can use direct speech in writing improved consistency in grammar and punctuation and correct use of pronouns beginning to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Can use the present perfect form of verbs in contrast to the past tense Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Can use conjunctions, adverbs and prepositions to express time and cause Can use fronted adverbials formation of nouns using a range of prefixes (<i>superman, anticlimb, autoclean</i>) Expressing time, place and cause using: <ul style="list-style-type: none"> conjunctions (<i>when after while so because</i>) adverbs (<i>next, soon, then, thereafter</i>) prepositions (<i>before, after, during, in, because of</i>) 	<ul style="list-style-type: none"> draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> draft and write in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> draft and write by: organising paragraphs around a theme draft and write in non-narrative material, using simple organisational devices (for example, headings and sub-headings) 	<ul style="list-style-type: none"> Work is proofread for errors and corrected spellings. evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
	<p>*Yr 3 Spelling Words:</p> <p>actual learn group heard arrive circle often build eight caught centre century heart breath busy early continue decide island minute difficult earth consider enough perhaps address guard material recent guide forward fruit though notice quarter length library famous describe mention answer appear actually extreme February certain height history imagine increase interest important</p>								