



**End of Y3 – Working Towards the Expected Standard**

Name: \_\_\_\_\_

The pupil can...								
demarcate most sentences accurately using	capital letters (check formation)							
	full stops							
use a range of sentence types	statements							
	questions <i>including punctuation</i>							
	exclamations <i>including punctuation</i>							
	commands							
use commas to separate items in a list								
use apostrophes to	mark where letters are missing <i>contraction</i>							
	mark singular possession on nouns							
use some expanded noun phrases to describe and specify								
use co-ordination (e.g. or / and / but)								
and some subordination (e.g. when / if / that / because) to join clauses								
use present and past tense mostly correctly and consistently								
spell correctly most Y1/2 common exception words								
use the diagonal and horizontal strokes needed to join some letters.								

**End of Y3 – Working at the expected standard**

The pupil can...								
begin to use paragraphing to organise ideas								
in narratives, begin to create settings, characters and plots								
in non-narrative, begin to use simple organisational devices <i>e.g headings and subheadings</i>								
begin to use inverted commas to punctuate direct speech								
express time, place and cause by using some <b>subordination</b> <i>e.g when, before, after, while, so, because</i>								
express time, place and cause by using a range of <b>adverbs</b> e.g then, next, soon, therefore								
express time, place and cause by using a range of <b>prepositions</b> <i>e.g before, after, during, in because of</i>								
write a cohesive piece of writing suitable for the intended audience								
add suffixes to spell most words correctly in their writing <i>e.g ment, ness, ful, less, ly</i>								
use of the present perfect form of verbs instead of the simple past <i>e.g. he has gone out to play</i> opposed to <i>he went out to play</i>								
spell some words from year 3/4 word list correctly								
write legibly and consistently, using the diagonal and horizontal strokes needed to join letters in some of their writing								

**End of year 3 – Working at greater depth within the expected standard**

The pupil can...								
use a range of cohesive devices consistently within and across dialogue								
integrate dialogue into writing, punctuating with inverted commas, and associated punctuation, accurately								
begin to create atmosphere in writing for effect, taking into consideration the audience and purpose of the genre								
use a wide range of coordination and subordination								