

Year 3 - Writing

Greater Depth	What it looks like
From learning to date the pupil can:	Across a range of pieces:
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	- describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. choice of language and writing style mirrors that of a breadth of reading high quality literature
begin to show awareness of writing for different registers	purposeful choice of informal or formal writing is evident across genres such as informal for diary entries, formal for a letter or report
make simple additions, revisions and proof-reading corrections to their own writing	there is evidence of improving word choice and restructuring of sentences for cohesion
use the punctuation taught at key stage 1 correctly and use the punctuation taught at Year 3 effectively[^]	- show an awareness of speech punctuation - commas in a list are used in both fiction and non-fiction writing
spell KS1 common exception words and most of the Y3 spelling list*	- spelling is accurate across most pieces of writing; errors have been recognised and corrected - suffixes are used consistently
use the diagonal and horizontal strokes needed to join most letters.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).