

## Year 3 writing

Key performance indicator	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 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><b>With reference to the KPIs</b></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"> <li>• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> <li>• understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.</li> </ul> <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>