

Year 3 teaching and assessment writing criteria- overarching aim – simple and accurate

Autumn term basic skills

- Handwriting assessment including numbers – accurate letter formation, sizing, orientation and spacing – taught in letter families
- Phonic assessment for spelling
- Consonants and vowels
- Common exception words for spelling
- What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and has to make sense
- Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark.
- Commas for lists (explicitly teaching when commas are used)
- Joining sentences with co-ordinating conjunctions – start with **and**, then **or** and **but**
- Accurate use of tenses including present tense (*help*) simple past (*helped*) present progressive (*is helping*) and past progressive (*was helping*)

Errors to be addressed as teaching points if observed

- Run ons – missing end of sentence demarcation or conjunction
- Overuse of conjunctions
- Apostrophes for plurals
- Not using capital letters for proper nouns including I
- Random capital letters – sometimes also a handwriting issue
- Starting sentences with co-ordinating conjunctions
- a/an accurate – teaching vowel and consonant

Spring and Summer advancing skills (when basic skills have been secured)

- Sentences that are sequenced to form a short narrative
- Subordination using when, if, that, because, even though, although
- Prefixes and suffixes
- Apostrophes for contraction
- Apostrophes for singular possessive
- Expanded noun phrases - therefore teaching what a noun and an adjective are
- Adverbs – often, quickly, very
- Prepositions – next to, underneath, with
- Accurate use of verbs/tenses present perfect (*has helped*)
- Year 3 and 4 spelling list and rules
- Create setting, characters and plot in narrative
- Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line mostly correctly and not a dialogue
- Paragraphs – teach indenting
- Use sub headings in non-chronological reports
- Include writing for three writing purposes (long term plan details this – inform, entertain and persuade)

Considerations

- Colours for word classes and clauses
- Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold
- Teaching of proof reading via CUPS – Capital letters/Understanding/Punctuation/Spelling
- Poetry – choices about language and effect on the reader – list poem with questions, alliteration, onomatopoeia, repetition, shades of meaning