Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 3 William Ransom School

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| Working **TOWARDS THE EXPECTED STANDARD**  |
|  | **AUTUMN** | **SPRING** | **SUMMER** |
| Can write simple, coherent narratives |  |  |  |  |  |  |
| Can make some use of the following to show sentences: | Capital letters  |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |
| Can use some expanded noun phrases to describe and specify |  |  |  |  |  |  |
| Can use co-ordinating conjunctions (and or but) E.g I had a terrible cold but I still went to school. |  |  |  |  |  |  |
| Can use some subordinating conjunctions (when, if, because) E.g Samantha's feet had been hurting all day ***because*** her shoes were too tight. |  |  |  |  |  |  |
| Can form capital letters and lower case letters correctly |  |  |  |  |  |  |
| Working at the **EXPECTED STANDARD** |
| Can write for a range of purposes and audiences  |  |  |  |  |  |  |
| Can organise writing into paragraphs sometimes correctly |  |  |  |  |  |  |
| Can describe settings and characters |  |  |  |  |  |  |
| Can use the past and present tense mostly correctly |  |  |  |  |  |  |
| Can use an/a correctly (an elephant, a grape) |  |  |  |  |  |  |
| Can use co-ordinating conjunctions for cohesion in and across paragraphs (and,or, but, so) |  |  |  |  |  |  |
| Can use subordinating conjunctions for cohesion as above ( when, if because, as, since, although) |  |  |  |  |  |  |
| Can use adverbs to add detail |  |  |  |  |  |  |
| Can use expanded noun phrases |  |  |  |  |  |  |
| Can use prepositions (in, next to, after, under) |  |  |  |  |  |  |
| Can use pronouns to avoid repetition |  |  |  |  |  |  |
| Can use mostly correctly | Full stops |  |  |  |  |  |  |
| Capital letters |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |
| Apostrophe for contraction (can’t) |  |  |  |  |  |  |
| Speech marks (when modelled) or with some error independently |  |  |  |  |  |  |
| Apostrophe for possession (Samantha’s) |  |  |  |  |  |  |
| Can spell some3/4 words correctly  |  |  |  |  |  |  |
| Can write with increased legibility with some joining |  |  |  |  |  |  |
| Working at **GREATER DEPTH** within the expected Standard |
| Can write effectively and coherently for different purposes, drawing on their reading to inform the vocab and grammar |  |  |  |  |  |  |
| Can use detail and vocab to interest and engage the reader |  |  |  |  |  |  |
| Can use paragraphs correctly |  |  |  |  |  |  |
| Can improve the effect of their writing by making changes when editing (eg re-ordering sentences and adapting vocabulary) |  |  |  |  |  |  |
| accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women |