

Year 3 writing descriptors

B	No less than 8 marks in the FLAG BOX (if less than 4 look at the Year group below)
B+	A few criteria for within complete with most/ all of the FLAG BOX.
W	RED BOLD STATEMENTS MUST BE TICKED + at least 3 more statements.
W+	BLUE BOLD STATEMENTS MUST BE TICKED + a minimum of half of the criteria for within complete (statements must be ticked under each heading)
S	Nearly all of the criteria for within complete (must be spread across different headings)
S+	All criteria for within mastered with aspects of secure plus increasingly evident in all genres of writing

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Capital letters are usually used for proper nouns and the pronoun 'I'			
Prefixes and suffixes in Y2 spelling appendix of the new curriculum (er, ed, est, ing etc.) are used correctly			
Child is able to use spelling strategies to divide a word into syllables			
Able to use an apostrophe for contraction			
Able to form most cursive joins correctly			
Starting to develop sentences through use of co-ordinating and subordinating conjunctions (because, so, but, or)			
Child uses full stops accurately and is beginning to use , ? !			
Verb tense is mostly sustained throughout writing			
Some variation of sentence opening (e.g. next, then, before)			
Attempt to structure writing in paragraphs			
Child is starting to change their writing style to suit a text type			
Planning is used to attempt to structure writing (beginning, middle and end)			
Able to make simple corrections to their work and improve it with guidance			
If a child is <u>within</u> national curriculum expectations you will see -			
Spelling			
Correct use of apostrophes for contractions (can't, don't, didn't)			
Strategies used to divide a word into syllables for spelling			
Correct use and spelling of prefixes (dis, in, im, re, anti, super, sub)			
Commonly misspelt exception words spelt correctly (see word list from national curriculum)			
Correct use and spelling of suffixes (ous, ly, ture, ation, ion, ian)			
Correct spelling of words with tricky sounds (c spelt ch, sh spelt ch and i spelt y, alternative spelling of ay, ending 'gue' and k spelt que) (spelling appendix Year 3 national curriculum)			
Common homophones spelt correctly (meat/ meet, whether/weather) see new curriculum spelling appendix for further examples			
Identify, explore and create word families based on common root words (e.g. different ai sounds, eigh, ay, a_e)			

Handwriting			
All lower case letters consistent in size and orientation.			
Ascenders and descenders are parallel and the length carefully controlled			
All capital letters formed correctly and left un-joined			
Diagonal and horizontal joins starting to be used to correctly join letters			
Grammar and Punctuation			
Correct use of capital letters and punctuation used to close a sentence (! . ?)			
1 st and 3 rd person used accurately and consistently			
'a' and 'an' used correctly			
Confident use of commas within lists			
Correct use of possessive apostrophe for single possession			
Carefully chosen adjectives that are appropriate to the genre of writing			
A range of subordinating conjunctions used to open and join (when, if, that, because, while, whilst, although, even though, unless, whereas, once, since, until)			
A growing range of conjunctive adverbs used for different purposes (accordingly, also, however, then, instead, therefore)			
Starting to use commas to separate clauses			
Paragraphs and other organisational devices (e.g. subheadings) used to group information			
To vary the way verbs are used within writing (present perfect/simple past)			
Understanding of key grammatical vocabulary (preposition, conjunction, adverb, word family, clause, consonant, vowel, inverted commas) see grammar appendix in new curriculum			
Sentence openers varied for interest and impact (including adverbs used for different purposes)			
Correctly punctuated speech included to add interest with correct dialogue structure			
Use of simple figurative language (contextually appropriate simile, onomatopoeia, alliteration)			
Composition			
Logical sequencing and organisation within writing (non- fiction and fiction)			
A plan used to structure writing			
A draft and write process used to rehearse, write, correct and improve writing (using feedback Friday to effectively improve their writing)			
An understanding of text genre and the purpose of writing			
A range of vocabulary used to enrich writing (carefully chosen adjectives, verbs, adverbs, noun types)			
Text types features evident and well developed in writing			
Careful proof reading of writing to ensure that it makes sense and to enable corrections and additions to the text.			
Re-evaluation of the content and accuracy of writing following teacher, peer and self-assessment.			
Confident reading aloud of own writing to with expression and intonation to ensure meaning is clear.			

If a child is <u>secure</u> + at national curriculum expectations you will see -			
Use of a range of different conjunctive adverbs to open and join (additional information, contrast, causal, emphasis, illustration)			
A range of subordinating conjunctions used to open and join (when, if, that, because, although, whilst, since, until)			
Co-ordinating conjunctions used to join with comma placement before the conjunction			
A range of sentence types used to add interest (statement, question, command, short and snappy, complex sentences correctly punctuated)			
Range of strategies used to vary the opening of sentences (adverb, past & present tense verb, speech, preposition, connectives and adverbial phrases)			
Adjectives, adverbs, verbs that are not commonly used in spoken English (indicate careful consideration of adjective, adverb and verb synonyms)			
Commas used correctly to separate clauses when the sentence opens with a subordinating clause			
Peer and self-assessment used to develop and correct writing throughout all aspects of the writing sequence			
Ideas developed in creative and interesting ways			