

Working Towards Expected Standard (WTS)	Working At Expected Standard (EXS)	Working At Greater Depth Standard (GDS)
Write simple sentences which are sometimes linked to form short pieces Attempt to organise writing into sections, though structure may be unclear Describe characters or settings using basic vocabulary (e.g. simple adjectives) Use coordination (and, but) and some simple subordination (because, when) Demarcate some sentences correctly with capital letters and full stops Begin to use question marks and exclamation marks appropriately Use basic tense (present or past), though this may not be consistent Spell some common exception words and attempt others phonetically Begin to use simple commas in lists Handwriting is generally legible but inconsistent in size and spacing	Write to suit purpose and show some features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation. Describe characters and settings in a simple way, with some interesting details. E.g. using adjectives (tall/old) or adverbs (slowly/quietly) Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating (for/and/but) and simple subordinating (because/if/after) conjunctions to join clauses. Use a range of prepositions (under/on/around/over) Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Begin to use inverted commas for direct speech. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. Spell some words from the YR 3-4 statutory word list.	Use well-chosen vocabulary to add detail. e.g. expanded noun phrases (the slow red bus); use adverbs (slowly/quietly/after) and prepositions (under/on/around/over) to enhance meaning. Organise sections logically within a theme, often independently; use headings, subheadings and other presentational devices to organise information. Independently and sometimes correctly use a comma to separate clauses, including after a fronted adverbial (Later/Yesterday/All of a sudden). Automatically place the apostrophe in a range of contexts; sometimes show plural possession (girls' not girl's). Use determiners accurately (his/her/that/my) Accurately spell some words with prefixes and suffixes set out in the Y3-4 Appendix 1 (and similar), with unfamiliar words being phonetically plausible; spell further homophones e.g. fare/fair, missed/mist; spell a range of words that are often misspelt from the Y3-4 list.

Year 3 Writing Statements

	Writing is legible.	
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