



Year 3 Writing Objectives

These objectives are what your children are assessed against each year. They have already been split into working towards, expected and greater depth.

To be awarded an overall 'expected standard' across a year, a child would need to achieve all of the 'Working Towards' statements and almost all these objectives (90-100%).

Working Towards

Using capital letters mostly correctly

Using full stops mostly correctly

Using question marks mostly correctly

Using exclamation marks mostly correctly

Using commas for lists mostly correctly

Using apostrophes for contraction and singular possession mostly correctly

Use some coordinating (and, but, so) and subordinating conjunctions (when, if, that because)

Use present and past tense mostly correctly

Spelling approx 80% of the common exception words used in this writing correctly (Year 1 and Year 2)

Spelling approx 40% words used in a piece of writing correctly (Year 3 curriculum e.g. weekly spelling lists)

Spelling approx. 30% words used in a piece of writing correctly (Year 3/4 statutory spelling list)

Expected

Begin writing for an intended audience, using features appropriate for the genre and purpose

Producing legible joined handwriting

Beginning to use paragraphs to organise ideas

Describing settings and characters

Use a range of prefixes and suffixes to alter the meaning of words

Use the determiners 'a' and 'an' correctly

Use adverbs (included fronted adverbials) and prepositions to add detail and precision

Use coordinating and subordinating conjunctions to show time, place and cause

Use inverted commas for speech

Edit/re-draft sections to improve grammatical sense or meaning (including spelling)



Spelling approx. 80% words correctly* (Year 3 curriculum e.g. weekly spellings)

Spelling approx. 40% words used in a piece of writing correctly * (Year 3/4 statutory spelling list)

Use some simple organisational devices in non-fiction (headings/subheadings)

Greater Depth

Produce writing that mostly fits the intended audience and purpose, selecting language and grammatical features

Use the present perfect verb form (he has gone out to play vs. he went out to play)

Distinguish between homophones and near-homophones e.g quiet and quite.