

Year 3 Writing Checklist

These Twinkl writing checklists link to the expectations set out in the 2014 English National Curriculum for Writing and also include reference to the guidance set out in English Appendixes 1 & 2. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, Twinkl have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore the Twinkl writing checklists should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

Year 3 Writing Checklist

Working Towards the Expected Standard:

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| <p>Pupil(s) are beginning to meet the following aims with support:</p> | | |
| To orally rehearse their ideas for writing and record their ideas using a modelled planning format. | | |
| To demonstrate some understanding of purpose and audience (although this may not be sustained). | | |
| To use the simple structure of a wider range of text types. | | |
| To proof-read their work to check for errors and make simple improvements with guidance. | | |
| To make more ambitious word choices (often reflecting those modelled by a teacher). | | |
| To usually maintain the correct tense (including the progressive form). | | |
| Uses the full range of punctuation from previous year groups including: | full stops, capital letters, question marks and exclamation marks. | |
| | commas within lists. | |
| | apostrophes to show possession and to form contractions. | |
| To begin to add inverted commas to mark direct speech (may not be consistent). | | |
| To use a range of simple conjunctions (including some subordination). | | |
| To spell some words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial , etc. | | |
| To spell some words with suffixes correctly, e.g. usually , poisonous , adoration , etc. | | |
| To apply all spelling rules from the KS1 guidance within the English Appendix 1. | | |
| To begin to use neat, joined handwriting. | | |

Year 3 Writing Checklist

Working at the Expected Standard:

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| Pupil(s) are beginning to independently apply their knowledge: | |
| To begin to use ideas from own reading and modelled examples to plan their writing. | |
| To demonstrate an increasing understanding of purpose and audience. | |
| To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). | |
| To proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements. | |
| To make deliberate ambitious word choices to add detail. | |
| To begin to create settings, characters and plot in narratives. | |
| To start to organise their writing into paragraphs around a theme. | |
| To maintain the correct tense (including present perfect tense) throughout a piece of writing. | |
| To use the full range of punctuation from previous year groups. | |
| To use inverted commas in direct speech. | |
| To use subordinate clauses. | |
| To begin to use conjunctions, adverbs and prepositions to show time, place and cause. | |
| To use 'a' or 'an' correctly most of the time. | |
| To spell many words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial , etc. | |
| To spell many words with suffixes correctly, e.g. usually , poisonous , adoration , etc. | |
| To begin to spell homophones correctly, e.g. which and witch. | |
| To spell some of the Year 3 and 4 statutory spelling words correctly. | |
| To use a neat, joined handwriting style with increasing accuracy. | |

Year 3 Writing Checklist

Working at Greater Depth within the Expected standard:

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| Pupil(s) are confidently and independently able to apply their knowledge: | |
| To plan and write with an understanding of purpose and audience. | |
| To use the structure of several text types (including the use of simple layout devices in non-fiction). | |
| To proof-read theirs and others' work to check for errors, suggesting and making improvements. | |
| To make deliberate ambitious word choices to add detail, effect and to engage the reader. | |
| To create settings, characters and plot in narratives. | |
| To organise their writing into paragraphs around a theme. | |
| To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement. | |
| To use the full range of punctuation from previous year groups. | |
| To use punctuate direct speech accurately, including the use of inverted commas. | |
| To use subordinate clauses (sometimes in varied positions). | |
| To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | |
| To use 'a' or 'an' correctly throughout a piece of writing. | |
| To spell most words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial , etc. | |
| To spell most words with suffixes correctly, e.g. usually , poisonous , adoration , etc. | |
| To spell homophones correctly, e.g. which and witch. | |
| To spell many of the Year 3 and 4 statutory spelling words correctly. | |
| To use a neat, joined handwriting style with increasing accuracy and speed. | |