

Key Performance indicator - Y3					
Organises paragraphs around a theme					
In narratives, creates settings, characters and plot					
Proof-reads for spelling and punctuation errors					
Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box					
Expresses time, place and cause using conjunctions					
Introduces inverted commas to punctuate direct speech					
Uses headings and sub-headings to aid presentation					
Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'					
Performance Standard:					
By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation					
A child can: <ul style="list-style-type: none"> • spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document); • spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology; 					

<ul style="list-style-type: none"> • monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels; • write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and • understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. 					
A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)					
A child is beginning to use joined handwriting throughout independent writing					
A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear					
A child is beginning to understand how writing can be different from speech					

