

YEAR 3 WRITING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 3
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Use capital letters mostly correctly in sentences
Use full stops mostly correctly
Use some ? and ! correctly when required
Use present tense mostly correctly (<i>simple and progressive</i>)
Use past tense mostly correctly (<i>simple and progressive</i>)
Use co-ordination (eg and / or / but) correctly
Use some subordination (eg when / if / that / because) to join clauses
Begin to spell Year 3/4 common exception words
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Working at expected standard for Year 3
In narratives, create settings and plot.
Organisational devices are used in non-narrative e.g. headings and subheadings
Can use expanded noun phrases to describe characters and settings in more detail.
Beginning to group related information into paragraphs.
Make simple additions, revisions and proof-reading corrections to their own writing
Use capital letters, full stops, question marks and exclamation marks correctly in most sentences.
Some use of inverted commas for speech with reporting clause at the end. E.g. "Hello," said Emma. Comma placed accurately.
Some evidence of using commas in lists.
Can use an apostrophe for contracted forms.
Can use apostrophes for possession in singular nouns.
Use 'a' or 'an' correctly.
To select and consistently use past and present tense (<i>simple and progressive</i>)
To begin to use the present perfect form of verbs instead of the simple past (eg <i>He has gone out to play contrasted with He went out to play</i>)

Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) and prepositions (eg, before, after, during, in, because of) to join clauses
To start to spell some Year 3 and 4 common exception words correctly
To start to apply some of the spelling rules for Year 3 and 4
Can use a range of prefixes and suffixes - mostly correctly
Letters are formed correctly in the school handwriting style.
Beginning to see evidence of joining handwriting.
Greater Depth at Year 3
In narratives, create settings and plot effectively
Use features of the chosen text type mostly accurately.
Can use paragraphs to organise information around a theme in most writing.
Can use a range of conjunctions for subordination and coordination.
Use the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>).
Can use other punctuation associated with direct speech mostly correctly (eg <i>"Sit down!" she shouted.</i>)
Can use an apostrophe for omission and possession mostly correctly.
Proof-reading for spelling and punctuation errors
Uses legible joined handwriting in some work.

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.