

# Writing National Curriculum Ladder - Year 3

Pre-requisite expectations: On entry to Year Three it is expected that children can write short narrative and non-narrative texts, using the taught features of the given text type. They are able to record simple plans (written or pictorially) and follow these, alongside new vocabulary and ideas that they hear and want to use in their writing. They punctuate almost all of their sentences correctly with capital letters, full stops and question marks when needed. They are able to use both coordinating and subordinating conjunctions that have been taught and choose a range of these in their writing. They use their phonic knowledge appropriately when attempting to spell unknown words and are able to spell most common exception words independently. Their handwriting is correctly formed and sized, sits on the lines and shows appropriate spacing between words. They may be beginning to join some letters. They are able to spot errors in spelling, punctuation and grammar that has been taught and can correct these independently in their own writing. Children are able to sustain their quality of grammar, punctuation and spelling over one or two paragraphs.			
	Working Towards	Expected Standard	Greater Depth
Transcription - Spelling	<p>Continues to apply many known spelling rules taught in KS1, making phonically plausible attempts at new words.</p> <p>Can spell most Y2 Common Exception Words.</p> <p>Can spell some words with simple prefixes, -un, -dis, -mis.</p> <p>Can spell some words with the suffixes -tion, -ation and -ly.</p> <p>Spell most of the common homophones from the Y2 Spelling Appendix.</p> <p>Can use an apostrophe for many common contractions. Knows that an apostrophe is used to show possession and can do this for singular possession occasionally when writing independently.</p> <p>Can spell a few of the words on the y3/4 word list.</p>	<p>Continues to apply spelling rules taught in KS1 (up to L&amp;S phase 6, Y1 and Y2 common exception words).</p> <p><b>Makes generally consistent and accurate use of prefixes and suffixes that have been taught in Y3:</b></p> <p>Prefixes eg: dis-, mis-, in-, super-, anti- (y3/4 spelling appendix) Suffixes -ation, -sure, -ly, -tion, -sion and -ssion. (y3/4 spelling appendix) Correctly chooses from alternate spellings for the same sound in many words (ey/ei/eigh for example) (y3/4 spelling appendix)</p> <p><b>Correctly spells many words on the y 3/4 list (many: roughly half), including common homophones that have been taught.</b></p> <p><b>Correctly uses an apostrophe for most common contractions and singular possession. Sometimes correctly used for plural possession.</b></p> <p>Can confidently write from memory simple and compound sentences dictated by an adult, correctly spelling words that include rules they have been taught.</p>	<p>Spelling is generally consistent, except where particularly ambitious or irregular words are used, when attempts are phonically plausible.</p> <p>Can apply prefixes and suffixes taught in y3 generally correctly, showing understanding of how the meaning of the word is changed.</p> <p>Correctly spell most taught homophones from the y3/4 word list.</p> <p>Independently uses apostrophes for contractions and to mark singular and plural possession in most cases.</p> <p>Spell common homophones that have been taught from the y3/4 word list.</p>
Handwriting	<p>With occasional reminders, handwriting is usually legible. Letters are often formed correctly in line with school policy. Letters sit on the line and are generally the right size in relation to each other.</p> <p>Most capital letters and digits are the correct size in relation to lower case letters.</p>	<p><b>Handwriting is legible and most words are joined. Letters and taught joins are formed correctly according to school policy and all words sit on the line.</b></p> <p><b>Capital letters and digits are consistently the appropriate size in relation to other letters.</b></p>	<p>Writing is legible and joined. Letters sit on the line and are spaced appropriately.</p>
Composition: Planning	<p>Can talk through their ideas before writing, benefitting from prompts or resources to guide their discussions and thinking.</p>	<p>Confidently talks about their ideas before writing.</p> <p>Records/magpies new vocabulary/phrases and ideas independently and makes effective use of these in own writing.</p>	<p>Confidently talks about their ideas before writing, showing evidence of reviewing and editing their own ideas before they begin to write.</p>
Drafting paragraphs	<p>Makes use of resources and adult support to organise ideas for writing into paragraphs.</p>	<p><b>Knows that paragraphs should be organised around a theme. Can follow a taught process for organising ideas, making use of frames, boxes or tables as directed by a teacher.</b></p>	<p>Knows that paragraphs should be organised around a theme and plans these with confidence using a taught process. Demonstrates awareness of when a new paragraph should start through discussion with adults.</p>
Writing for purpose	<p>Writing frames, or similar support, enable features of text type to be used.</p>	<p><b>With reminders (eg: success criteria), the main features of the text type are used.</b></p>	<p>Main features of writing are used without prompts. Writing shows awareness of purpose and reader throughout.</p>
Narratives	<p>With support (modelling, word banks etc) attempts are made to use a range of adjectives and verbs, though these may not always be effective.</p> <p>Similes and alliteration are attempted after modelling or prompting.</p> <p>Narratives follow a simple, taught structure when scaffolds are provided and have a simple beginning, middle and ending.</p>	<p><b>Settings, plots and characters are described using:</b> <b>A range of appropriate adjectives</b> <b>Some variety in verb choices</b> <b>Simple similes and alliteration</b> <b>Adverbs, especially those ending in '-ly'</b></p> <p>Narratives follow a taught structure and have a clear beginning, middle and ending.</p>	<p>Settings, plots and characters are described using: A range of well-chosen and effective adjectives Well-chosen adverbs Effective similes and alliteration</p> <p>Narratives follow a clear structure, taking inspiration from wider reading to add mood or atmosphere throughout.</p>
Non-narrative	<p>Writing frames (or similar) enable organisational features to be used.</p>	<p>Organisational devices (headings and sub-headings) are used effectively when taught, modelled and/or discussed before writing.</p>	<p>Organisational devices are used effectively and may vary from those discussed with the whole class, showing awareness of purpose and audience.</p>
Evaluate and edit	<p>Can work with an adult to make some suggestions for improvement to their work.</p> <p>With support, can spot some of their own or others' errors. May not always notice errors in the most recently taught content.</p> <p>With support, can re-read their writing to check it makes sense, making some suggestions about how to correct errors.</p>	<p>Can use success criteria/other expectations for writing to make some suggestions for improvement to their work.</p> <p><b>Can usually spot their own and others' errors in spelling, punctuation and verb forms and know how to correct them including errors in the most recently taught grammar and spelling rules.</b></p>	<p>Consistently and confidently spots own and others' errors, quickly correcting them. Can occasionally draw on own knowledge from reading to spot errors in spelling, grammar and punctuation not yet taught.</p> <p>Confidently re-reads own writing, knowing how to correct errors to ensure it makes sense and all verb forms are correct.</p>
Grammar	<p>Can write exclamations, questions, statements and commands with mostly correct grammar.</p> <p>Can use some taught prepositions, adverbs and conjunctions to express time and place when these are provided in resources.</p> <p>Can generally maintain their tense throughout with only occasional errors.</p> <p>Uses a or an mostly correctly before a noun.</p>	<p><b>Can write a range of sentence types (commands, statements, questions, exclamations) and structure these correctly.</b></p> <p><b>Can express time and place using adverbs, conjunctions and prepositions:</b> Coordinating (and, but, so, or) and taught simple subordinating conjunctions (because, if, that, when, after, before, while, until, also, even though) are used independently throughout writing to create compound and complex sentences. With reminders, these are used to begin sentences as well as to extend them.</p> <p>Can often use the present perfect form of verbs to replace the simple past when appropriate. (E.g. has/have lived)</p> <p><b>Uses a or an correctly before a noun.</b></p>	<p>Makes thoughtful choices about when to include exclamations, questions or commands to add to or reinforce meaning.</p> <p>Expresses time and place using adverbs, conjunctions and prepositions, choosing from their own wider vocabulary and reading beyond what has been taught.</p> <p>Confidently uses a wider range of conjunctions to create compound and complex sentences. Occasionally independently chooses to begin sentences with a subordinate clause.</p> <p>Shows control of present perfect/simple past, making appropriate choices most of the time. Uses a or an correctly before a noun.</p>
Punctuation	<p>Demarcates most sentences correctly with full stops, capital letters and question marks when needed. Knows when an exclamation mark should be used and can do this after discussion.</p> <p>Sometimes uses inverted commas for direct speech. Can identify where inverted commas should be used through discussion with an adult.</p>	<p><b>Continues to demarcate sentences correctly, using the range of punctuation taught in KS1.</b></p> <p><b>Uses inverted commas for direct speech.</b></p>	<p>Continues to demarcate sentences correctly, using the range of punctuation taught in KS1 May use commas for subordinate clauses</p> <p>Uses inverted commas for direct speech.</p>
<p>A Year Three writer can: Use resources to support their planning of narratives and non-narratives organised into paragraphs around a theme, recording their own ideas for writing from what they have heard and learnt. Sentences are punctuated correctly and inverted commas are used for direct speech. They are able to use coordinating and subordinating conjunctions that have been taught, and can draw on an increasing range of adverbs, conjunctions and prepositions to express time and place. They continue to apply phonic and spelling rules taught in KS1 to maintain their standard of spelling - most words are spelt correctly and phonically plausible attempts are made at ambitious or irregular words. Handwriting is legible and many words are joined. Letters sit on the line and capitals and digits are an appropriate size relative to other letters. They can spot errors in their own and others' work relating to spelling, grammar and punctuation rules that they have been taught. They can suggest ways to correct and improve their own writing. Children are able to sustain their quality of grammar, punctuation and spelling over three or more paragraphs.</p>			

