

## Performance of Writing – Expected Standard at end of Year 3

Name:	Aut 2	Spr 2	Sum 2
<b>Purpose and Impact</b>			
Write complete texts that are interesting, engaging or thoughtful			
Develop multiple ideas in a story enriched with descriptive detail.			
Develop multiple ideas in non-fiction that are factual and precise.			
Express a basic viewpoint, an opinion or promote an idea e.g. I believe.			
Produce texts which are appropriate to reader and purpose			
Maintain the main features of a genre/text type.			
Content makes sense throughout the piece.			
<b>Structure and Shape</b>			
Organise and present whole texts effectively that sequence and structure information			
Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point.			
Begin to understand what a paragraph is and show ideas grouped together.			
Construct a cohesive piece with logical links/breaks			
Use headings and sub-headings to group ideas.			
Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...			
Closing signalled in narrative and non-fiction e.g. Eventually..., Ultimately...			
<b>Sentence Construction</b>			
Vary sentences for clarity, purpose and effect			
Use one word in isolation to grab the reader's attention e.g. Stop!			
Add detail into descriptions e.g. precise words, descriptive noun phrases.			
Use prepositions that position in place/environment e.g. in, on, behind, under.			
<b>Tense</b>			
Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.			
<b>Conjunctions/Complex Sentences</b>			
Experiment with a widening range of conjunctions e.g. while, so, although.			
<b>Mastery of Writing Techniques</b>			
Deploy poetic/descriptive style to engage the reader			
Use metaphor to create vivid images in the reader's mind.			
Use repetition for effect in poetry and narrative writing e.g. He ran and ran. He ran until his bones ached.			
Identify and apply rhythm to a poem.			
<b>Vocabulary</b>			
Select appropriate and effective vocabulary			
Choose words because of the effect they will have on the reader.			
Use ambitious vocabulary (tier 2 words).			
Use subject specific vocabulary (tier 3 words).			
<b>Adverbs/adverbial phrases</b>			
Use adverbs/adverbial phrases that position in time e.g. then, next, soon, later that day, as dawn broke.			
Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result			
<b>Punctuation</b>			
Write with technical accuracy of punctuation			
Emerging use of inverted commas to punctuate direct speech.			
Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.			
<b>Spelling and Word Structure</b>			
Apply spelling rules into writing			
Use a range of prefixes to extend repertoire of nouns e.g. 'super', 'anti', 'auto'.			
Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.			
Experiment with more complicated words built from a common word e.g. dissolve, solution.			
<b>Handwriting</b>			
Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left unjoined.			
Show increased legibility and quality to handwriting.			
<b>Result</b>			

# Yellow Writing Progress Plan

## Punctuation

I can begin to use inverted commas to punctuate direct speech.

I can begin to include other direct speech punctuation e.g. comma, capital letter.

## Spelling

I can use prefixes accurately to build new nouns e.g. anti-climax.

I can use 'an' and 'a' correctly before a word beginning with a consonant or vowel.

I can experiment using more complicated words from a common word e.g. dissolve.

## Adverbial Phrases

I can use adverbs/adverbial phrases that indicate position in time e.g. next, soon, later that day, as dusk fell.

I can use adverbs/adverbial phrases that build a relationship e.g. therefore, as a result.

## Vocabulary

I can choose words because they create an effect.

I can use ambitious words in my writing.

I can use subject specific words.

## Purpose and Impact

I can write 2 or 3 story sentences on one idea.

I can write 2 or 3 non-fiction sentences on one idea.

I can express my viewpoint e.g. I believe.

I can include the main features of a story/text type

I can ensure my writing makes sense.

## Tense

I can use present perfect verbs e.g. He has gone to the shops.

## Conjunctions/Complex Sentences

I can use a widening range of conjunctions e.g. while, so, although.

## Structure and Shape

I can create flow by using pronouns, linking phrases and referencing points already made.

I can group ideas together and sometimes create paragraphs.

I can use headings and subheadings.

I can use openings and closings in stories and non-fiction.

## Sentence Construction

I can use one word in isolation to grab the reader's attention.

I can add increasing detail into descriptions e.g. precise verb, descriptive noun phrases.

I can use prepositions that indicate position in a place or an environment e.g. in, on, behind, under.

## Writer's Techniques

I can use metaphors to create vivid images.

I can use repetition for effect in poetry and narrative writing e.g. He ran and ran. He ran until his bones ached.

I can identify and apply rhythm in poems