

Year 3 WRITING	Y3 Low Emerging	Y3 High Emerging	Y3 Low Embedding	Y3 High Embedding	Y3 Low Expected	Y3 High Expected	Y3 Low Exceeding Y4 Low Emerging	Y3 High Exceeding Y4 High Emerging
STEP	14	15	16	17	18	19	20	21
Ticks required	12	25	37	50	62	66	70	74
✓ Total 78 with 10 Key Objectives	The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed						All Key objectives have to be secure in order to be exceeding	

	Writing - Year 3	Beginning	Progress	Secure
Spelling	<i>I understand how to add prefixes and suffixes (see Yr3 SPaG booklet).</i>			
	I can spell a range of homophones (e.g. their/there).			
	<i>I can spell 50 of the year three/four words including words which are often misspelt.</i>			
	I use the possessive apostrophe for regular plurals (girls', boys').			
	<i>I am beginning to use the first two or three letters of a word to check its spelling in a dictionary.</i>			
	<i>I write from memory simple sentences dictated by the teacher.</i>			
Vocabulary, Grammar & Punctuation	<i>I can identify a clause in a sentence.</i>			
	I am experimenting with the position of adverbs and connectives in a sentence.			
	I can suggest adverbial phrases to use in my writing.			
	I can use inverted commas correctly.			
	I use punctuation consistently in all curriculum areas.			
	I am beginning to use the present perfect form of verbs in contrast to the past tense.			
Handwriting	I join letters appropriately.			
	I have increased the legibility, consistency and quality of my handwriting (appropriately sized ascenders and descenders)			
Composition	With support I can identify the structure, vocabulary and grammar within a piece of writing.			
	In a group I can discuss and record my ideas (more than one point in a planning grid).			
	I can use the features of non narrative writing.			
	I am beginning to use an opening, build up, problem, resolution and ending in my narrative writing.			
	<i>I am beginning to create setting, characters and plot within my writing.</i>			
	<i>I am beginning to use varied and ambitious vocabulary both orally and in my writing.</i>			
	I can compose sentences using a range of sentence structures for description (e.g. V, V and V).			
	I am beginning to group similar ideas in a paragraph.			
	I am beginning to suggest improvements for my work against the success criteria.			
	I am beginning to use pronouns to improve my writing.			
	<i>I proof read for spelling and punctuation errors</i>			
	I read aloud my writing using appropriate intonation and control.			