

Working at the Expected Standard				
Learning Intentions	Evidence			Notes
Punctuation				
<p><u>Consistently uses:</u></p> <ul style="list-style-type: none"> capital letters and full stops exclamation and question marks commas for lists apostrophes for contraction inverted commas (and other punctuation) for direct speech apostrophes for singular possession 				
Organisation of ideas				
<p>Uses paragraphs to organise ideas. Uses headings and sub-headings to aid presentation.</p>				
Sentence construction				
<p>Uses a variety of sentences including some complex sentences. Uses present and past tense forms consistently and accurately. Uses expanded noun phrases.</p>				
Vocabulary				
<p>Uses conjunctions to denote time or cause such as: when, before, after, while, because, so. Uses prepositions to denote time or cause such as: before, after, during, because of. Uses adverbs to denote time or cause such as: then, next, soon, therefore. Uses adverbs derived from adjectives such as: happily, loudly, quickly. Uses the correct determiner - a or an before a word beginning with a vowel. Uses some prefixes such as: un, super, dis, auto. Uses suffixes such as: -ful, -less. Uses a range of adjectives to describe.</p>				
Context				
<p>Writes a coherent narrative. Begins to write for different purposes.</p>				
<p>Spells most Year 3 common exception words correctly (National Curriculum).</p>				

Uses diagonal and horizontal strokes to join letters in their writing.				
Working at Greater Depth Within the Expected Standard				
Learning Intentions (in addition to all of the standards at the expected level)	Evidence		Notes	
Punctuation				
<p><u>Consistently uses:</u></p> <ul style="list-style-type: none"> capital letters and full stops exclamation and question marks commas for lists apostrophes for contraction inverted commas and other punctuation for direct speech commas after fronted adverbials apostrophe for singular possession <p><u>Beginning to use:</u></p> <ul style="list-style-type: none"> the apostrophe accurately to show plural possession. 				
Organisation of ideas				
Uses paragraphs that have a clear focus.				
Sets out dialogue mostly appropriately.				
Sentence construction				
<p>Uses a variety of sentences including some complex sentences.</p> <p>Uses present and past tense forms consistently and accurately.</p> <p>Uses accurate use of pronouns within and across sentences.</p> <p>Uses expanded noun phrases.</p> <p>Uses prepositional phrases.</p> <p>Uses fronted adverbials.</p>				
Vocabulary				
<p>Uses a range of subordinating and coordinating conjunctions.</p> <p>Uses Standard English accurately in writing for common spoken verb inflections such as we were (rather than we was) and we did (rather than we done).</p> <p>Uses the correct determiner - a or an before a word beginning with a vowel.</p> <p>Adds prefixes and suffixes to root words and understands their meaning.</p> <p>Uses figurative language such as metaphors and similes.</p>				
Context				
<p>Writes a comprehensive, coherent narrative that flows.</p> <p>Begins to write for different purposes, applying the relevant features of the genre.</p>				