



## The End of Year 3 Expectations in Writing are:

### Composition:

Can identify the introduction, build-up, climax and resolution in example narrative pieces and familiar stories.

Can begin to plan their own writing on a story map or story mountain following the above structure.

Can group related material together to form simple paragraphs.

Can make deliberate vocabulary choices to strengthen and enrich description (walked = crept, said = whispered, big = gigantic).

Can assess the effectiveness of their own and others' writing, suggesting simple improvements to composition and effect.

Can proof read their own and others' writing, identifying errors in spelling and grammar.

Writing is coherent, expressive and follows the appropriate structure.

Can confidently and clearly read their writing aloud to a group or to the whole class.

### Grammar and Punctuation:

Can use compound sentences that include the use of co-ordinating conjunctions (and, or, so, but, for, nor, yet).

Can use subordinating conjunctions at the start of a sentence (when, if, because, although, since).

Can identify separate clauses in a sentence.

Can use an apostrophe to mark singular possession (Peter's glove).

Can use an apostrophe to mark contractions (don't, can't, he'll).

Can punctuate direct speech by putting speech marks around anything said aloud.

Can use a variety of speech verbs to indicate the tone of the conversation (whispered, suggested, remarked, shouted).

Can use adverbs to qualify verbs and enrich description (crept silently, shouted angrily, desperately waved).

Can explain the following terms: preposition, conjunction, prefix, and clause.

**Handwriting:**

Can use the diagonal and horizontal strokes that are needed to join letters.

Writing is uniform in size and clearly legible. Down strokes and upstrokes of letters are parallel and lines of writing are evenly spaced.