

## My Year 3 Writing Checklist

	Working at the Expected Standard, I can use:	
1	<p>A range of punctuation taught up to and including Y3 mostly accurate:</p> <ul style="list-style-type: none"> <li>• CL</li> <li>• FS</li> <li>• !</li> <li>• ?</li> <li>• ' for contraction e.g. can't, couldn't</li> <li>• ' for singular possession e.g. Ben's jumper, the dog's collar</li> <li>• Commas in lists</li> <li>• "...” to show speech</li> </ul>	
2	Joined handwriting.	
3	Correct spellings and evidence of Y3/4 spelling words.	
4	<p>A range of conjunctions taught up to and including Y3 mostly accurate:</p> <p>E.g.</p> <p>Coordinating - for, and, nor, but, or, yet, so</p> <p>Subordinating - when, if, that, because, while, after, before, although</p>	
5	<p>A or an correctly.</p> <p>E.g.</p> <p>An apple (apple begins with a vowel), a monkey (monkey begins with a consonant).</p>	
6	<p>Adverbs to show time,</p> <p>e.g. next, then, soon</p>	
7	The correct tense (past/present/future).	
8	Writing addresses audience and purpose.	
9	<p>Conjunctions, prepositions and adverbs to show time, place and cause</p> <p>e.g.</p> <p>They pitched their tent <b>before</b> sunset.</p> <p>The ugly troll was <b>beneath</b> the bridge.</p> <p>Anita <b>surprisingly</b> didn't like her birthday present.</p>	
10	Paragraphs (change of time, place, person)	

<b>Year 3</b>	
<b>Working at the Greater Depth Standard, I can:</b>	
Write effectively and coherently for different purposes and audience, drawing on their reading to inform the vocabulary and grammar of their writing.	
Use detail and vocabulary to interest and engage the reader.	
Organise their writing logically into paragraphs around a theme.	
Punctuation is accurate: capital letters, full stops, question marks, exclamation marks, commas for lists, inverted commas and apostrophes.	