

Sentence Structure and Punctuation

- uses punctuation taught up to and including Y3 (eg full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular) correctly most of the time
- expresses time, place and cause using conjunctions (e.g. because when, before, after, while, even so), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- uses inverted commas to punctuate direct speech, and other speech punctuation correctly after direct modelling
- Use past and present tense mostly correctly (eg ran, wander) and begin to use other verb forms eg present perfect (he has gone, will go, have eaten)
- write sentences with more than one clause, using coordinating and subordinating conjunctions accurately
- shows some developing evidence of commas to mark grammatical boundaries within sentences (needs to be specifically taught)
- proof reads for punctuation errors

- Uses the grammatical terminology when talking about their writing: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. Continues to use terminology from previous year groups.

Text Organisation

- creates a plot for stories eg opening, dilemma/conflict/problem, resolution, ending
- organizes stories using paragraphs after direct modelling - an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear
- end texts effectively
- uses paragraphs to group related material, often moving from general to more specific detail (non-fiction)
- uses either 1st or 3rd person consistently
- includes the use of organisational devices such as numbered lists or headings to aid conciseness
- uses the features of poetic forms studied
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Effect on Audience

- Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (eg letter writing, report writing)
- imitates authorial techniques gathered from reading (reading phase of unit) and own reading (GDS)
- uses some detail in the description of setting or characters
- begins to use figurative language including similes
- ensures relevant details are included
- shows awareness of the reader in own proof reading and editing, and the editing of others' writing, in terms of vocabulary, punctuation, spelling and grammar

Handwriting

- join letters with diagonal and horizontal strokes where appropriate
- understands which letters, when adjacent to one another, are best left unjoined
- increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant

Spelling

- spells correctly most words relating to the Y3 spelling list, using phonic knowledge and morphology
- spells most common exception words from previous year groups correctly
- proofreads and begins to use a dictionary to check spellings