**WRITING PROGRESS TRACKER**

**YEAR 3 TARGETS 2022-23**

**Working at the expected standard**

Year 3 writers working at the expected standard are able to write a well-structured narrative with a simple plot which may be based on a well-known story. Narratives open with the introduction of characters or setting, build to a problem which is resolved and have an ending which links to the beginning of the story. They will include dialogue, using inverted commas with increasing accuracy. They confidently use and apply the features of text types which have been explicitly taught for a real purpose across the curriculum. Related material is grouped to form paragraphs and in non-narrative writing they use organisational devices such as sub-headings, bulleted lists and diagrams to make information clear to the reader. A topic sentence may be used to open paragraphs. They draw on good models of writing and their reading to support their writing. They use the different sentence types they have been taught and construct complex sentences using an increasing range of conjunctions. Year 3 writers also demonstrate an understanding of how adverbs, prepositions and conjunctions can be used to express time and cause. These writers plan writing and annotate plans with well-chosen vocabulary and key language. Oral rehearsal is used following planning to check for accuracy and impact. They apply the spelling patterns they have been taught and begin to use spelling strategies to write words that are new to them. Handwriting is legible and mostly consistent in size. Letters are generally joined appropriately. Writing is edited and proof read with some support and guidance to focus on impact and accuracy.

© Focus Education Ltd

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| 1 | I can create interesting characters and settings. |  |  |  |  |  |  |
| 2 | I can write a well-structured narrative with a simple plot (possibly based on a well-known story). |  |  |  |  |  |  |
| 3 | I understand that different audiences and purposes require different text features and I can show this in narrative, explanation and description. |  |  |  |  |  |  |
| 4 | I can plan vocabulary and key language ahead of writing. I then choose the best ideas to include. |  |  |  |  |  |  |
| 5 | I can edit and proofread my work in response to support/guidance, improving its accuracy and impact. |  |  |  |  |  |  |
| 6 | I can group related material into paragraphs. |  |  |  |  |  |  |
| 7 | I can use headings and sub-headings to aid presentation in non-narrative writing. |  |  |  |  |  |  |
| 8 | I can use conjunctions to express time, place and cause (e.g. *when, before, after, while, so, because*). |  |  |  |  |  |  |
| 9 | I can use adverbs to express time, place and cause (e.g. *then, next, soon*). |  |  |  |  |  |  |
| 10 | I can use prepositions to express time, place and cause (e.g. *before, after, during, in, because of*). |  |  |  |  |  |  |
| 11 | I use the present and past tense correctly and consistently. Any errors in tense are with more complicated forms, e.g. present perfect tense. |  |  |  |  |  |  |
| 12 | My writing includes simple, compound and complex sentences. |  |  |  |  |  |  |
| 13 | I can correctly use inverted commas for direct speech. |  |  |  |  |  |  |
| 14 | I can use noun phrases to add detail, e.g. *the strict teacher*. |  |  |  |  |  |  |
| 15 | I can independently select words which are appropriate for the task and use them accurately. |  |  |  |  |  |  |
| 16 | My handwriting is legible and mostly consistent in size. My letters are generally joined appropriately. |  |  |  |  |  |  |
| 17 | I use the spelling strategies I have been taught to write words which are new to me. |  |  |  |  |  |  |

**Working at greater depth**

Year 3 writers working at greater depth are beginning to make choices about the appropriate style of writing for their purpose. The impact of their reading is reflected in their writing. Narratives are very well structured and have a clear ending which directly relates to the beginning. Paragraphing is clear and clearly show the difference between different events or information. Writing is carefully planned and annotated with precise word choices. Greater emphasis is given to the use and choice of verbs and adverbs to add detail to events, settings and characters. They automatically choose the appropriate text type for their purpose from those taught and write with increasing awareness of their reader, actively attempting to engage them. Sentence structures taught are used confidently and sentence starters show greater variety, including the use of adverbials of time and place. Punctuation addressed so far is used accurately to ensure meaning is clear. Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy.

© Focus Education Ltd