

YEAR 3 WRITING TAF

		Target			
Working towards the expected standard	1 Handwriting	Able to form lower case letters of the correct size relative to one another in the majority of writing. Shows some awareness and evidence of some joins.			
	2 Punctuation	Mostly correct use of capital letters, full stops and question marks			
		Mostly correct use of capital letters, full stops, question marks and exclamation marks			
	2	Uses mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for singular possession & apostrophes for contraction.			
	3 Spelling	Can spell an increasing amount of common exception words from year 1 and year 2 list			
		Can spell common exception words from Year 1 and 2 list.			
	3	Can spell an increasing amount of common exception words from Year 3 and 4 list			
	4	Beginning to use simple pronouns to replace a person's name to avoid repetition.			
		Evidence of some use of simple pronouns to replace a person's name to avoid repetition.			
	5	Nouns and pronouns are chosen to avoid repetition.			
Working at the expected standard	6	Able to use coordinating conjunctions (and/but)			
		Able to use 'or' 'and' and 'but' in different pieces of writing			
	7	Able to use a range of coordinating conjunctions			
Working above the expected standard	6	Able to use subordinating conjunctions – mainly using (because, when)			
		Able to use subordinating conjunctions – (because, when, if that, although)			
	7	Able to use a range of subordinating conjunctions			
Working at the expected standard	7	Uses adjectives to add information to nouns to make simple expanded noun phrases.			
		Uses some expanded noun phrases to describe and specify			
	8	Uses expanded noun phrases to describe and specify			
Working above the expected standard	8	Beginning to use simple present and simple past tense correctly.			
		Uses simple present and simple past tense mostly correctly.			
	9	Uses simple past and simple present tense correctly.			
Working at the expected standard	9	Beginning to use present progressive and past progressive form.			
		Uses present progressive and past progressive form mostly correctly.			
	10	Uses present progressive and past progressive form correctly e.g. I was deciding. We were breathing			
Working above the expected standard	10	Able to write a simple coherent narrative with a beginning, middle and end.			
		Can write coherent narratives about personal experiences or about others			
	11	In narrative, settings, characters and plots are created with support.			

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		Target			
Working at the expected standard	1 Handwriting	Able to form letters of the correct size, which is applied mostly consistently throughout writing. Some evidence of joins for some letters.			
	2 Spelling	Beginning to use year 3/4 prefixes and suffixes.			
		Can use some year 3/4 prefixes and suffixes.			
		Year 3/4 prefixes and suffixes are mostly spelt correctly.			
		Mostly uses capital letters, full stops and question marks, including capital letters for 'I', names places and days. Apostrophes are used for singular possession and contractions.			
		Mostly uses capital letters, full stops, question marks, exclamation marks and commas in lists and apostrophes are used for singular possession and contractions.			
	3 Punctuation	Using consistently: capital letters, full stops, question marks, exclamation marks, commas for lists and an awareness of speech marks and apostrophes are used for singular possession and contractions.			
	4 Punctuation	Direct speech is used within narratives (not punctuated correctly).			
		Direct speech is beginning to be punctuated correctly.			
		Direct speech is punctuated mostly correctly.			
5 Spelling		Beginning to use homophones with correct spellings.			
		Can use some homophones with correct spellings.			
		Homophones are mostly spelt correctly.			
6 Spelling		N/A for Advent			
		Beginning to use statutory words for Year 3/4 spelt correctly			
		Some statutory words for Year 3/4 are spelt correctly			
7		Able to use some subordinating and coordinating conjunctions (or, and, but / because, when, if)			
		Able to use a variety of subordinating and coordinating conjunctions (for, and, nor, but, or, yet, so / because, although, as, when)			
		A range of subordinating and coordinating conjunctions are used accurately. (If, since, as, when, although, while, after, before, until, because)			
8		Uses expanded noun phrases to describe and specify.			
		Uses expanded noun phrases including a developing vocabulary.			
		Uses expanded noun phrases including a rich and varied vocabulary.			
9		Uses adverbs effectively.			
		Uses adverbs and prepositions mostly effectively.			
		Uses adverbs and prepositions effectively.			
10		Evidence of some use of simple pronouns to replace a person's name to avoid repetition.			
		Nouns and pronouns are chosen to avoid repetition.			
		Nouns and pronouns are chosen to be clear, for cohesion and to avoid repetition			

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	11	Able to use past and present tense mostly correctly. Past and present progressive tense is accurate. Beginning to use the present perfect tense.			
	12	Use the present perfect to write about events in the past that are relevant now. N/A for Advent			
	13	Starting to show paragraphs in their work. Ideas are beginning to be grouped into paragraphs (linked to subheadings in non-fiction) in most pieces of writing.			
	14	Able to write simple, coherent narratives about personal experiences (real or fiction) In narrative, settings, characters and plots are created with support. In narrative, settings, characters and plots are created independently			
		With guidance (e.g. success criteria) the writer includes appropriate features for purpose The features chosen in writing are generally appropriate for the purpose Features included are appropriate for the purpose			

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		Target		
Working at greater depth	Handwriting is neat and legible. Letters are correctly informed in line with school policy. Some evidence of joins where appropriate.			
	Spellings from year 3 / 4 spelling list are spelt mostly correctly.			
	Punctuation is used with increasing accuracy to include: capital letters, full stops, question marks, exclamation marks commas, and inverted commas to punctuate direct speech			
	Writing is well organised around a theme and paragraphs are used to order and group ideas			
	Able to write effectively and coherently for different purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.