

Y3	Domain: Writing - Composition	
Sentence structure and punctuation	Text structure and organisation	Vocabulary
Develop their understanding of the concepts in Appendix 2 of the statutory requirements. 1. Uses simple and compound sentences in a piece of writing. 2. Evidence of sentences with more than one clause (complex sentences) – wider range of conjunctions used. <i>E.g. when, if, so, before, after, while.</i> 3. Evidence of a wider range of adverbs used in their writing <i>E.g. then, next, soon, therefore.</i> 4. Uses propositions (locators in time and place) in their sentences. <i>E.g. before, after, during, in)</i> 5. Uses present perfect verbs in addition to the past tense. <i>E.g. 'He has gone out to play.' Rather than 'He went out to play'.</i> 6. Can use exclamation marks, question marks and commas in a list. 7. Begins to use inverted commas to punctuate direct speech.	1. With support begin to use paragraphs to organise ideas. 2. Narratives include setting, character and plot. 3. Writing has a simple opening and ending. 4. Ideas are sequenced appropriately / logically. 5. Uses simple, organisational devices <i>e.g. sub-headings, bullet points, text layout, ICT.</i>	1. Evidence of descriptive vocabulary being used in narratives to add impact, detail or interest. 2. Non-fiction writing contains examples of technical or subject-specific vocabulary <i>.e.g. a report on a new bicycle would include words such as 'gear', 'chain', 'handlebar', 'frame', 'spokes', 'saddle', 'brake'.</i> 3. Some detail / description of events or ideas is expanded through vocabulary choices. <i>E.g. simple adverbs and adjectives.</i> For spelling expectations see Appendix 1 National Curriculum Basic learning acquiring and refining skills - emerging Consolidate learning – developing Practise skills Secure learning – applying skills - expected Deeper learning –extending skills exceeding