

Freeland School Writing Expectations

Year 3



Year 3 Writing Checklist: Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:
To begin to use ideas from own reading and modelled examples to plan their writing. E.g. writing an adventure story with a similar plot to a school reading book.
To demonstrate an increasing understanding of purpose and audience. E.g. adapting your writing to make it more interesting for a reader.
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). E.g. using appropriate subheadings, diagrams and captions in an information text about frogs.
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements. E.g. spotting and correcting mistakes when working with a partner.
To make deliberate ambitious word choices to add detail. E.g. The timid , miniscule mouse trembled with fear.
To begin to create settings, characters and plot in narratives. E.g. designing your own character for an adventure story.
To begin to organise their writing into paragraphs around a theme. E.g. grouping ideas according to a subject in a non-fiction report and ensuring one subject is discussed per paragraph. TIPTOP (<u>T</u> ime: Starts new paragraph when time has advanced <u>P</u> lace: New place introduced <u>T</u> opic: New topic or subject introduced <u>P</u> erson: New character introduced.)
To maintain the correct tense throughout a piece of writing. Progressive Form: e.g. They are building a model. They were running across the road AND Present perfect tense: e.g. Usain Bolt has been the World Record Holder for nine years. She has scored the winning goal.
To use the full range of punctuation from previous year groups. *full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission
To use inverted commas in direct speech, mostly accurately
To use a range of simple conjunctions (including some subordination). Range of co-ordinating conjunctions (FANBOYS) Some subordinating conjunctions (AWHITEBUS) Sometimes in varied positions: e.g: I went to the shop because I was hungry. Because I was hungry, I went to the shop.
To begin to use conjunctions, adverbs and prepositions to show time, place and cause. E.g. The ugly troll roared beneath the bridge. Anita surprisingly didn't like her birthday present. They pitched their tent before sunset.
To use 'a' or 'an' correctly most of the time.
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.

To begin to spell homophones correctly, e.g. which and witch.

To spell some of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy.

Thursday 31st March 2016
 Lo:- I can write a story using dramatic effects.
 ✓ 10.

Erie's Adventure

Setting
 The lightning struck as the spooky, black trees waved, while the wind was howling. As Erie the robot, walked down the path, she saw a creepy castle. **subordination**

paragraphs
 Suddenly all the lights turned on. Erie was really scared, because the tall, scratched doors slowly creaked open. **cohesion**
co-ordination

A few moments later, Erie decided to slowly tiptoe through the door. As soon as she got into the castle she saw a friendly witch. **co-ordinating conjunction**
 Because Erie didn't have any friends, she asked the witch if she wanted to be Erie's friend. The witch said yes.

cohesion
 The next day, Erie and the witch decided to go on holiday so they went to a relaxing island called the Caribbean island. When they got there they were so relaxed. **subordination**

witch x3

Beautiful work, Lucy 😊 Idojo

B

Friday 22nd April. *Sentences usually correctly demarcated*

Am. I can write a character description.

Differentiation
✓ This task was differentiated by outcome

Lots of statements

The Big, Bad Robot was yellow/purple red/blue and orange. His eyes were flashing red and green. He was as creepy as a rusty old horse. Also he has the shiny golden claws on his front. The Big Bad Robot has two curly wires on top of his head.

Expanded noun
shiny

spellings correct

This mischievous character is very naughty indeed. He is never up to any good at all. I think he might be cross sometimes because everyone tells him what to do. He's very naughty and sometimes mischievous because he is very greedy. He is always in trouble. This naughty robot loves to play tricks on Wilma and Wilko.

Apostrophes correctly used for contraction and possession

subordination

behaviour

The sneaky robot's behaviour is bad because he pulled Wilma's nose and Wilko's tail. So Wilma shouted at him. *exclamatory sentence*

Winnie shouted at the robot because he got even more bad. Everyone can assume that he wasn't very popular, because he wasn't very kind. He wasn't very kind because he stole Wilma's bread. So she couldn't turn the robot back into a mummy. *modal*

co-ordination

Well done, you've worked hard and I can find evidence of the different sentence types we have learned this year. *😊*

Be careful not to change tense.

✓
✗ Check your spellings. Use your purple pen.

③ Year 3

Thursday 24th March 2016
 Aim: I can describe a scene

Anxiously, I edged towards the dark, green forest. ^{Higher} Behind the trees stood a stick-like figure hiding what looked like a dead animal. I saw a witch-like dwarf hiding in the trees, she was staring at the creature with its glowing red eyes. The tall, green trees ^{Expanded noun phrase} ~~but~~ were where in a deep, blue stream that went right through the forest. The tall, brown stick figure was marching through the deep, blue ^{Relative clause} empty river as he walked over to the bright, yellow light in the distance. ^{Repetition} Although the creature was splashing away, I saw the dwarf in the tree jumping & screaming to chase him. ^{Difficult tense} ~~Continuously~~ ^{Improve verb needed} Anxiously, I followed them to end my curiosity of them. The light was as bright as ~~as~~ the sun, I knew that it was not the sun... I got ^{deep, blue & dark navy} to the end of the forest, where were ^{Anxious & uneasy} they? ^{Fronted subordinate clause} ^{Cohesive devices}

Adverb opener
 Descriptive
 Repetition
 Difficult tense
 Imperative verb needed
 Question
 Higher
 Expanded noun phrase
 Relative clause
 Fronted subordinate clause
 Cohesive devices
 Ellipsis