Year 3—Text Structure and Features

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To organise writing appropriately	• Use organisational devices such as headings and subheadings. • Use the perfect form of verbs to mark relationships of time and cause. For example: present perfect: *she has arrived.* past perfect: *By the time we arrived at the party, it had ended.* future perfect: *By the time we arrive the party will have ended.* • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Use appropriate choice of noun or pronoun within and across the sentence	When writing frames or similar support are provided, organisational features are used. When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs. When a framework or examples are provided, connectives are used.	When reminders are provided, organisational devices are used effectively. When reminders are provided, the perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. (For example: *She has become; Over the years she became; By the time she was eleven she had become.*) When reminders are provided of a range of connectives, effective choices are generally made.	Organisational devices are generally used effectively. The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language. A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention.
To use paragraphs	• Organise paragraphs around a theme. • Sequence paragraphs.	When examples are provided, paragraphs focus on a theme. An attempt to create a logical sequence for paragraphs can be seen.	When reminders (for example, to produce mind maps) are provided, paragraphs are well organised around a theme. Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph. A clear and logical sequence of paragraphs is evident.

Year 3—Language and Vocabulary

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To use imaginative description	• Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • ***Use a range of powerful verbs and adjectives to make my writing lively and thoughtful.*** • Use interesting sentence openers.	When help is provided, basic characters, settings and plots are developed. When encouragement is given, alliteration, similes and some descriptive phrases are used.	Characters, settings and plots are generally well developed to create a coherent narrative. When reminders are provided, alliteration is used effectively and there is some attempt at the use of similes. When reminders are provided, collective nouns are used.	Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative. Well-chosen descriptive phrases are used to enliven the narrative, and alliteration and similes are used appropriately for effect. The sparing but effective use of collective nouns shows a good understanding of their value. (For example: *The sheep dispersed as the parliament of owls issued an order*

Year 3—Grammar and Punctuation

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To use and to write sentences appropriately	• ***Use a mixture of simple, compound and complex sentences.*** • ***Understand the differences between clauses and phrases.*** • ***Understands the difference between a main clause and a subordinate clause.*** • Write sentences that include conjunctions—co-ordinating conjunctions for compound sentences and subordinating conjunctions for complex sentences. • Understand that connectives: link ideas within a sentence (conjunction), link sentences and link parapgraphs (connecting adverbs or prepositions.) • Uses connecting adverbs to explain, order, and change. • Write sentences that include adverbs • Write sentences that include direct speech, punctuated correctly • Write sentences that include clauses—main and subordinate. • Write sentences that include adverbial phrases.	When help is provided, writing includes a mixture of sentence types. Some of the features listed are used in writing. With reminders , uses co-ordinating conjunctions correctly. With reminders uses simple subordinating conjunctions, such as, because, if, as. With structure, uses connecting adverbs to explain and order, such as because, so, next first.	When reminders are provided, an effective mixture of sentence types is used. Most of the features listed are used in writing. Uses co-ordinating conjunctions correctly. With reminders, uses a range of subordinating conjunctions, such as, before, even if, even though, unless, although, after. Understands that conjunctions link within sentences. With reminders uses a range of connecting adverbs to explain, add or change, such as, since, secondly, meanwhile, on the other hand, however.	Writing demonstrates well-chosen and correctly punctuated sentence types. Sentences include all of the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly. Uses a wider range of subordinating conjunctions. Understands that connecting adverbs develop cohesion within a text. Uses a range of connecting adverbs to explain, order, compare and add.
To punctuate accurately	Indicate grammatical and other features by: • ***using commas to clarify meaning or avoid ambiguity in writing*** • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently. • Use relative clauses. • Punctuates relative clauses correctly deeming whether the information within the clause is essential or non-essential. • ***Punctuate simple, compound and complex sentences correctly.*** • ***Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (M1)*** • ***Punctuate direct and reported speech accurately. (M2)*** • ***Use apostrophes for contraction and to mark singular and plural possession. (M2)***	Some of the features listed are evident. Support may be required when using commas to clarify meaning or avoid ambiguity. With support, uses colons to introduce a list. Begins to understand how to use semi-colons or dashes to mark boundaries between independent clauses. Begins to use bullet points. Begins to add extra information using a relative clause but may not punctuate correctly.	Most of the features listed are evident. With occasional reminders, uses commas to clarify meaning or to avoid ambiguity. With reminders, uses colons to introduce a list. With some models and prompts, understands how to use semi-colons or dashes to mark boundaries between independent clauses. Mostly punctuates simple, compound and complex sentences correctly. Mostly, punctuates complex sentences containing relative clauses by understanding whether or not the information within the clause is essential or non essential. E.g. Ralph, who was old, lost his shoes. The man who was old lost his shoes. With reminders, punctuates using bullet points. With reminders, uses hyphens to avoid ambiguity, such as 'man-eating shark' versus man eating shark, or 're-cover verses recover'.	All of the features listed are evident. Features are independently applied without prompts or reminders. Punctuates consistently using a range of punctuation: colons, semi-colons, brackets, dashes, parenthesis, commas, clauses, bullet points etc.

Year 3—Planning, Re-drafting and Editing Skills

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To analyse writing	**Year 3:** • Use and understand grammatical terminology when discussing reading and writing: *word family, conjunction, adverb, preposition, direct speech, speech marks , prefix, consonant, vowel, clause, subordinate clause* **Year 4:** • Use and understand grammatical terminology when discussing reading and writing: *pronoun, possessive pronoun, adverbial.* • Assess the effectiveness of own and others' writing. • Evaluate writing to make additions, revisions and corrections.	The use of Year 3 terminology is growing and applied in most cases. With guidance and support corrections are made.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used. With prompting, improvements are made to writing.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities. Independently, additions and corrections are made to writing in order to improve writing.
To present writing	• Read aloud to a group or whole class, using appropriate intonation. • To talk about own and others' writing using appropriate terminology.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation. With prompting, can talk about writing.	Appropriate intonation is attempted in most cases. Talks about own writing and others writing; being able to evaluate and edit to improve.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience. Fluently, evaluates writing.
To plan and to write with purpose	• Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally.	Writing frames or similar support are used. When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.	When reminders (such as success criteria) are provided, the main features of the type of writing are applied. When reminders are provided, character descriptions include some character traits. When reminders are provided, descriptions of settings include an attempt to capture or suggest mood.	The main features of a type of writing are generally applied without prompts. Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.

Year 3—Transcription

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To present neatly	• Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. • Lines of writing are spaced so that ascenders and decenders of letters	Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined. Writing is beginning to show parallel downstrokes and appropriate spacing.	Writing generally shows appropriately and consistently joined letters. Writing generally shows accurate spacing and well-formed letters.	Writing almost always shows fluent, joined letters. Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.
To spell correctly	• Use prefixes and suffixes, and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelled words. • Place the possessive apostrophe in words with regular and irregular plurals	When examples are provided, prefixes and suffixes are used. Some homophones are used correctly, while others may be misused. When guidance is provided, the posses-	Prefixes and suffixes are often used. Most homophones are used correctly. When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used.	Well-chosen prefixes and suffixes are used correctly. Almost all homophones are used correctly. The possessive apostrophe for both regular