

Year 3 Writing Knowledge Organiser – Autumn Term

	Working Towards	Expected Standard	Greater Depth
Composition	Write about real events, although attempts may be disjointed	Begin to write for a range of purposes, selecting some taught language features appropriately (e.g. time conjunctions/time adverbials in narrative, prepositions of place in instructions) In some narratives, begin to create a simple setting, two characters and/or a plot, adapting elements from a known story, although some elements may be unsecure Begin to show an awareness of paragraphs in some writing	Write effectively for different purposes, beginning to select some of the taught language features appropriately (e.g. time conjunctions/time adverbials in narrative, prepositions of place in instructions), drawn from wider reading In narratives, describe settings, characters and simple plots, adapting elements of a known story Organise paragraphs around a theme, with series of sentences that may be disjointed
Punctuation	Demarcate many sentences with capital letters and full stops	Use the full range of KS1 punctuation mostly correctly and KS2 punctuation taught so far with some success: Full-stops and capital letters [KS1] Question marks when required [KS1] Exclamation marks when required [KS1] Commas to separate items in lists [KS1] Apostrophes for singular possession and contraction [KS1] Begin to use inverted commas to punctuate direct speech [y3]	Use the full range of KS1 punctuation correctly across the curriculum, and begin to use inverted commas to punctuate direct speech
Grammar	Use co-ordination (e.g. or / and / but) to join clauses Use present and past tense correctly in some writing	Begin to express time, place and/or cause using small range of conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. under, between, over, through) although some attempts may be insecure Use the present and simple past forms of verbs correctly throughout writing	Express time, place and/or cause using some conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. under, between, over, through). Use the present and simple past forms of verbs correctly throughout writing, and show some evidence of using the present perfect form of verbs in contrast to the past tense (e.g. He has gone out to play contrasted with He went out to play)
Spelling	Spell some y1/2 common exception words and segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others	Spell most y1 and y2 common exception words and spell correctly a small number of taught words from the y3/4 spelling list (Spelling Appendix 1)	Spell correctly some words from the y3/4 spelling list (Spelling Appendix 1) and begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	Form some capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Write legibly, joining some letters appropriately using required diagonal and horizontal strokes	Write effectively for different purposes, beginning to select some of the taught language features appropriately (e.g. time conjunctions/time adverbials in narrative, prepositions of place in instructions), drawn from wider reading In narratives, describe settings, characters and simple plots, adapting elements of a known story Organise paragraphs around a theme, with series of sentences that may be disjointed