



## Reinwood Junior School Key Performance Indicators and Standards

### Year 3 Writing

Key Performance Indicator	Performance Standard
<p>To organise paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>To proof-read for spelling and punctuation errors.</p> <p>To use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</p> <p>To expresses time, place and cause using conjunctions e.g. eventually, because, since.</p> <p>To introduce inverted commas to punctuate direct speech.</p> <p>To use headings and sub-headings to aid presentation.</p> <p>To use the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play'.</p>	<p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> <li>• understand and apply the terminology and concepts.</li> </ul> <p>A child understands and applies the concepts of word structure.</p> <p>A child is beginning to use joined handwriting throughout independent writing.</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</p> <p>A child is beginning to understand how writing can be different from speech</p>