

End of Stage 3	Assessment of Writing:		Most: occasional errors Many: more right than wrong Some: on occasion but not consistent or frequent			
	<ul style="list-style-type: none"> - Independent writing - Ensure a range of genres - Include date & book (if not in English e.g. LCC) of evidence next to each objective 					
Pupils can, after discussion with the teacher:						
Working towards the expected standard for Stage 3						
• write simple, coherent narratives about personal experiences and those of others (real or fictional)						
• demarcate many (60%) sentences with capital letters and full stops						
• spell many (60%) common exception words for Year 2						
• form lower-case letters of the correct size relative to one another in many (60%) sections of writing						
• use spacing between words						
Working at the expected standard for Stage 3						
• draft and write narratives creating settings, characters and plots						
• draft and write non-narrative material using headings and sub-headings to organise						
• proof read for spelling and punctuation errors						
• demarcate most (90%) sentences with capital letters and full stops						
• when required use examples of:	question marks					
	exclamation marks					
	commas to separate items in a list					
	apostrophes to mark singular possession in nouns					
• where appropriate use inverted commas to demarcate direct speech (many correct 60%)						
• use the present perfect form of verbs instead of the simple past (he has gone out to play/ he went out to play)						
• express time, place and cause using:	conjunctions (when, before, after)					
	adverbs (then, next, soon)					
	prepositions (before, after, during)					
• spell many words (60%) from the year 3 and 4 word list						
• use the diagonal and horizontal strokes to join letters in some (30%) sections of writing*						
• write most (90%) capital letters of correct orientation and size compared to lower case letters						
Working at greater depth within the expected standard for Stage 3						
• write effectively and coherently for a range of real purposes and audiences making decisions about the form of the writing						
• use the full range of punctuation taught at KS1 and Year 3 mostly correctly (90%) including:	commas to separate items in a list					
	words with contracted forms					
	apostrophes to mark singular possession in nouns					
	using exclamation marks appropriately					
	inverted commas to demarcate direct speech					
• use some (30%) fronted adverbials for time/where/how						
• spell most words (90%) from the year 3 and 4 word list						
• use the diagonal and horizontal strokes to join letters in many (60%) sections of their writing*						

* teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made (evidenced through individual provision).