



Key Performance Indicators				Performance Standard
Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	
<p>Continue using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussion of models of writing with similar structure, vocabulary and grammar.</p> <p>The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.</p> <p>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.</p> <p>Writing is proof-read for spelling and punctuation errors.</p> <ul style="list-style-type: none"> ❖ The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to group related ideas and information ❖ conjunctions, adverbs and prepositions to express time, place or cause ❖ simple organisational devices, including headings and sub-headings to aid presentation. 	<p>Some spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Year 3/4', are accurately applied, including:</p> <ul style="list-style-type: none"> ❖ accurate spelling of some prefixes and suffixes, ❖ accurate spelling of common homophones ❖ accurate spelling of some words that are often misspelt. <p>Is able to write from memory simple sentences dictated by the teacher that include words and punctuation included in the key stage 2 national curriculum.</p> <p>See Y3 Spelling Programme for expectations</p>	<p>Writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> ❖ a' or 'an' according to whether the next word begins with a consonant or a vowel ❖ the plural and possessive –s ❖ nouns and noun phrases, modified by adjectives and other nouns to add detail ❖ the present perfect form of verbs in contrast to the simple past tense ❖ a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause. <p>Punctuation is used, mostly accurately, including some use of inverted commas to indicate direct speech.</p> <p>See Appendix 2 Year 3 Vocabulary, Grammar and punctuation for expectations.</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"> ❖ spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document); ❖ spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology; ❖ monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels; ❖ write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and ❖ understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document) .</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>

Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:
1 - 6	3d	29	7 - 12	3c	30	13 - 17	3b	31	18	3a	32