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| **WORKING AT END OF YEAR 3 EXPECTATIONS** |  |  |  |  |  |  |  |  |
| **COMPREHENSION:** |
| Evidence of **adverbs** within sentences to add detail  |   |  |   |   |   |   |   |   |
| Evidence of **adjectives** within sentences to add detail  |  |  |  |  |  |  |  |  |
| Begins to use paragraphs to group related ideas  |  |  |  |  |  |  |  |  |
| In narratives create settings, character and plot  |  |  |  |  |  |  |  |  |
| In non-narrative use simple organisational devices e.g. headings, sub-headings  |  |  |  |  |  |  |  |  |
| Inter-relate beginning, middle and ending  |  |  |  |  |  |  |  |  |
| **Evidence of proof-reading for spelling and punctuation errors** |  |  |  |  |  |  |  |  |
| **Evaluate and edit by assessing the effectiveness of their own work making improvements as a result** |  |  |  |  |  |  |  |  |
| **HANDWRITING:**  |
| **Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)**  |   |  |   |   |   |   |   |   |
| **Letters and words are usually appropriate in size and position**  |   |  |   |   |   |   |   |   |
| **Understands capitals and lower case letters are not joined**  |   |  |   |   |   |   |   |   |
| **TRANSCRIPTION:**  |
| Evidence that children accurately spell some of the Year 3/4 word list |   |  |   |   |   |   |   |   |
| accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women |   |  |   |   |   |   |   |   |
| **VOCABULARY, GRAMMAR AND PUNCTUATION:**  |
| Express time, place and cause using **conjunctions** or **adverbs** or **prepositions**  |   |  |   |   |   |   |   |   |
| Evidence accurate use of apostrophe for singular possession  |   |  |   |   |   |   |   |   |
| **Continue to use capital letters and full stops to demarcate sentences**  |   |  |   |   |   |   |   |   |
| **Continue to use question marks and exclamation marks to demarcate sentences**  |   |  |   |   |   |   |   |   |
| Some use of inverted commas to punctuate direct speech  |   |  |   |   |   |   |   |   |
| Evidence of use of fronted adverbials  |   |  |   |   |   |   |   |   |
| Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition  |   |  |   |   |   |   |   |   |
| Tense choice generally appropriate to task  |   |  |   |   |   |   |   |   |
| **GREATER DEPTH** |
| **Within paragraphs/sections, some links between sentences (e.g.use of pronouns or adverbials)**  |   |  |   |   |   |   |   |   |
| Uses elements of an increasing range of genre language appropriately  |   |  |   |   |   |   |   |   |
| Viewpoint (opinion, attitude, position) is expressed and maintained.  |   |  |   |   |   |   |   |   |
| Characters or setting are developed through appropriate vocab choices  |   |  |   |   |   |   |   |   |
| Uses imaginative details to entertain, amuse or create tension  |   |  |   |   |   |   |   |   |