



Y3 Linked NC objectives

Interim teacher assessment framework at the end of KS2 - writing

QUALIFIERS: *most:* the statement is generally met with only occasional errors

many: indicates that the statement is met frequently but not yet consistently

some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

KS1 Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. *or / and / but*) and some subordination (e.g. *when / if / that / because*) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

KS2 Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. *headings, sub-headings, bullet points*)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from **the year 3 / year 4 spelling list**, and some words from the year 5 / year 6 spelling list*
- write legibly. (1)

Y3 Introduction to paragraphs as a way to group related material
 Y3 In narratives, creating settings, character and plot
 Y3 Expressing time, place and cause using conjunctions [for example, *when, before, after, while, so, because*], adverbs [for example, *then, next, soon, therefore*], or prepositions [for example, *before, after, during, in, because of*]
 Y3 Y4 Headings and sub-headings to aid presentation
 Y3 Indicating possession by using possessive apostrophe with plural nouns
 Y3 Introduction to **inverted commas to punctuate direct speech**
 Y3 Y4 Appendix 1
 Y3 Y4 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

1 At this standard, there is no specific requirement for a pupil's handwriting to be joined.