

**St. Bartholomew's C of E Primary School**  
**Stage 3 Writing**

Sentences WG: S	Punctuation WG: P	Text Structure and Organisation WG: TO	Composition WG: C	Vocabulary WG: V	Drafting & Editing WG:DE
<p><b>Across a range of independent and cross curricula writing</b></p> <p>1) Use an increasing range of sentence structures e.g. sound effects in short sentences. (Y3)</p> <p>2) Use a variety of adverbs (e.g. then, next, soon, therefore) (Y3) and fronted adverbials. (Y4)</p> <p>3) Use noun or pronouns for clarity &amp; cohesion &amp; to avoid repetition e.g. she, him, this. (Y4)</p> <p>4) Beginning to use expanded noun phrases e.g. the strict teacher with the curly hair (Y4)</p> <p>5) use the following to express time &amp; cause: conjunctions (e.g. when, before, after, while, so, because) (Y3)</p> <p>6) Prepositions (e.g. before, after, during, in, because of). (Y3)</p> <p>7) Know the difference between local spoken (Geordie) verb forms &amp; Standard English e.g. "we was" instead of "we were". (Y3)</p> <p>8) Use and understand the grammatical terminology for Year 3 &amp; 4 in English Appendix 2 accurately and appropriately when discussing their writing.</p> <p>9) Use the present perfect form of verbs instead of the simple past (e.g. "He has gone out to play" contrasted with "He went out to play.") (Y3)</p>	<p><b>Across a range of independent and cross curricula writing</b></p> <p>1) Sentences usually demarcated accurately with full stops, capital letters, question marks, exclamation marks &amp; an awareness of commas.</p> <p>2) Use possessive apostrophes accurately in words with regular plurals and irregular plurals. (Y4)</p> <p>3) Use commas after fronted adverbials (Y4)</p> <p>4) Use inverted commas more confidently (Y3) &amp; begin to use some other punctuation to indicate direct speech e.g. end punctuation "Boo!" (Y4)</p>	<p><b>Across a range of independent and cross curricula writing</b></p> <p>1) Openings and closings usually signalled</p> <p>2) Use paragraphs and/or sections to group related material, but flow may sometimes be abrupt or disjointed (Y3)</p> <p>3) Within paragraphs/sections, some links between sentences e.g. most of all, when we got there</p> <p>4) Organise paragraphs around a theme (Y4)</p> <p>5) Some attempt to sequence ideas logically</p> <p>6) In non-narrative material use simple organisational devices e.g. heading and sub-headings (Y3)</p>	<p><b>Across a range of independent and cross curricula writing</b></p> <p>1) Plan their writing by discussing and recording ideas (Y3)</p> <p>2) Main purpose established at a general level</p> <p>3) Relevant ideas and content sometimes developed with detail added in parts, but may be imbalanced e.g. led mainly by dialogue</p> <p>4) Main features of a selected form are attempted, sometimes showing an awareness of the reader, including the following forms with increasing independence: <b>In narratives, create settings, character and plot (Y3)</b> Description Recounts Instructions Poetry Information Non-chronological reports Explanation Persuasion</p> <p>5) Write for a range of real purposes &amp; audiences as part of cross-curricular work</p> <p>6) Some attempts at appropriate style, with attention to reader e.g. slogan in leaflet</p> <p>7) Attempts to adopt a viewpoint within a text, though not consistent e.g. persuade in a letter</p>	<p><b>Across a range of independent and cross curricula writing</b></p> <p>1) Simple, generally age-appropriate vocabulary used, may be limited in range (see spelling &amp; word list)</p> <p>2) Propose changes to vocabulary to improve consistency &amp; nuances (Y3)</p> <p>3) Use a progressively richer &amp; more varied vocabulary e.g. collision, glamorous (Y4)</p>	<p>1) Plan their writing by discussing writing similar to that they are planning to write, in order to understand &amp; learn from its structure, vocabulary &amp; grammar.</p> <p>2) Compose &amp; rehearse sentences orally (incl. dialogue)</p> <p>3) Proof-read to check for spelling &amp; punctuation errors at Y3/4 level</p> <p>4) Read aloud what they have written with appropriate intonation, controlling tone &amp; volume, to make the meaning clear</p> <p>5) Assess the effectiveness of their writing &amp; suggest improvements - with teachers with peer assessment</p> <p>6) suggest changes to their grammar to improve consistency, incl. accurate use of pronouns in sentences</p>