

Year 3

Writing Teacher Assessment Framework

Working Towards the Expected Standard

Pupil(s) are beginning to meet the following aims with support:	
To orally rehearse their ideas for writing and record their ideas using a modelled planning format.	
To demonstrate some understanding of purpose and audience (although this may not be sustained).	
To use the simple structure of a wider range of text types.	
To proof-read their work to check for errors and make simple improvements with guidance.	
To make more ambitious word choices (often reflecting those modelled by a teacher).	
To usually maintain the correct tense (including the progressive form).	
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.
	commas within lists.
	apostrophes to show possession and to form contractions.
To begin to add inverted commas to mark direct speech (may not be consistent).	
To use a range of simple conjunctions (including some subordination).	
To spell some words with prefixes correctly, e.g. ir relevant, auto graph, in correct, dis obey, super star, anti social, etc.	
To spell some words with suffixes correctly, e.g. usually ly , poison ous , adoration ed , etc.	
To apply all spelling rules from the KS1 guidance within the English Appendix 1.	
To begin to use neat, joined handwriting.	

To note:

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.