Littleport Community Primary School
Writing Expectations across the Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Handwriting	Ensure handwriting is legible with all upper and lower case letters, capital letters and digits accurately and consistently formed. Ascenders and descenders should be clear, with spaces between words. **(Year 1 and 2)**					
		Continue to develop fluency in joining (**expectation by the end of year 2 that all children can join**)					
	Sentences	Use a mixture of simple, compound and complex sentences (*and, but, so, or* and *when, because, if, that* introduced in year 1 and 2) p. 40 to 43 of TWR useful for consolidating *'but, so, because'* and introducing subordination					
		Use '*and, but, so and or* (learnt in year 1 and 2)	Continue to use '*and, so, but, or* and introduce '*for*'	Continue to use *'and, so, but, or , for* and introduce '*yet*'	Continue to use '*and, so, but, or , for, yet* and introduce '*nor*'	Use all co-ordinating conjunctions	
		Use '*when, because, if, that* (subordination)	Introduce '*before' and 'after'* and continue using *when, because, if, that*	Introduce *'even though' and 'though'* and continue using *when, because, if, that, before, after*		Introduce *'as'* and continue using *even though, though, when, because, if, that, before, after*	
			Conjunctions, adverbs, adverbial phrases and prepositions to express *time, place or cause*.				
		Use simple past, simple present and past progressive tenses consistently and accurately, including some variation where appropriate.					
				Use the present perfect tense (She *has been* to the shops; We *have had* to do lots of litter picking)			
	Punctuation		Use commas after fronted adverbials and to mark clauses				
					Indicate possession by using the possessive apostrophe with plural nouns.		
		Use and punctuate direct speech with inverted commas		Use and punctuate direct speech with inverted commas and new paragraphs to show a new speaker			
	Planning	In narratives, creating settings, characters and plot;					
		In non-narrative material, using simple organisational devices [for example, headings and sub-headings]					
		Include the main features of a text type as identified in reading, adapted for audience, purpose and context.					
			Organise paragraphs around a theme.				
				Sequence paragraphs.			
				Begin to make links within and between paragraphs. (eg by using pronouns, adverbial phrases or conjunctions).			
					Plan and organise whole texts logically.		
	Vocabulary Choices	Describe settings and characters, using (for example) **adverbs** (introduced in year 2, **preposition phrases** (new for year 3) or **expanded noun phrases** (introduced in year 1) to give detail and add interest.					
		Use an increasingly varied and rich vocabulary.					

Littleport Community Primary School
Writing Expectations across the Curriculum