Expectations for writing at year 3

Working at the expected standard after discussion, using real and fictional experiences, I can:		Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
create settings, characters and plots in narratives													
use a variety of sentences with different structures and functions including questions, statements, exclamations and commands													
use the forms **a** or **an** according to whether the next word begins with a consonant or a vowel (for example, *a rock, an orange*)													
begin to use paragraphs as a way to group related material													
use headings and sub-headings to aid presentation													
use present and past tense, including the progressive form, correctly and consistently.													
use the present perfect form of verbs instead of the simple past (for example, *He has gone out to play / with He went out to play*)													
express time, place and cause using	conjunctions (for example, *when, before, after, while, so, because*)												
	adverbs (for example, then*, next, soon, therefore*)												
	prepositions (for example, *before, after, during, in, because of*)												
use mostly correctly	capital letters and full stops												
	question marks												
	exclamation marks												
	apostrophes for singular possession												
	apostrophes for contractions												
use fronted adverbials													
begin to use inverted commas to punctuate direct speech													
use word families based on common words, showing how words are related in form and meaning (for example, *solve, solution, solver, dissolve, insoluble*)													
accurately spell some of the suffixes listed for Y3&4													
accurately spell some common homophones and other words which are often confused													
form nouns using a range of prefixes (for example super–*, anti–, auto–*)													
accurately spell most words from the Y2 word list and half from the Y3&4 list													
write with increasingly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate													

Working at a greater depth within the expected standard after discussion, using real and fictional experiences, I can:	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Use commas after fronted adverbials												
choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.												
extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although												
accurately spell most of the words from the Y3&4 spelling list												