

Writing Milestones Year 3

Expected Standar	d at tl	ne End	of Ye	ar 3					
Genre/ Text									
-									
Durnaca & Impact									
Purpose & Impact Write whole texts that are interesting, engaging and thoughtful									
Develop multiple ideas in a story enriching with	1	1	l		l	l	l	1	
descriptive detail									
Develop multiple ideas in non-fiction that are									
factual and precise									
Express a basic viewpoint, an opinion or promote									
and idea e.g. I believe									
Produce texts which are appropriate to reader and purpose	ı	ı	I	l	l	l	l	ı	
Maintain the main features of a genre/ text type									
Content makes sense throughout the piece									
Structure and Shape									
Organise and present whole texts effectively that sequence and st	ructure i	informat	ion	ı	Ī	Ī	Ī		
Strategies used to create flow e.g. pronouns,									
cohesive phrases, references back to previous point									
Begin to understand what a paragraph is and show									
ideas grouped together									
Construct a cohesive piece with logical links/ breaks	ı	ı	I	I	ı	ı	ı	ı	
Use headings and sub-headings to group ideas									
Opening signalled in narrative and non-fiction e.g.									
Early one morning, Whales are the largest sea									
creatures									
Closing signalled in narrative and non-fiction e.g.									
Eventually , Ultimately									
Sentence Structure									
Vary sentences for clarity, purpose and effect									
Use one word in isolation to grab the reader's									
attention e.g. Stop!									
Add detail into descriptions e.g. precise words,									
descriptive noun phrases									
Use prepositions that position in place/									
environment e.g. in, on, behind, under.									
Tense									
Use the present perfect form of verbs, instead of									
simple past e.g. 'He has gone out to play' contrasted									
with 'He went out to play'									
with the wellt out to play	l	l	l	ı	l	l	l	l	l



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Conjunctions/ Complex Sentences						
Experiment with a widening range of conjunctions						
e.g. while, so, although						
Writerly Techniques						
Deploy poetic style to engage the reader						
Write sentences that use repetition of key words for						
impact e.g. He ran and ran. He ran until his bones						
ached.'						
Use the word 'like' to build a simile e.g. Her eyes						
were like deep pools						
Vocabulary						
Select appropriate and effective vocabulary	ı	ı			I	
Choose words because of the effect they will have						
on the reader						
Use some 'red' ambitious vocabulary (see red						
Writing Progress Plan)						
Adverbs/ adverbial phrases		1				
Use adverbs/ adverbial phrases that position in time						
e.g. then, next, soon, later that day, as dawn broke						
Use adverbs/ adverbial phrases that build a						
relationship or 'cause' e.g. therefore, as a result						
Punctuation						
Write with technical accuracy of punctuation	T 1					
Emerging use of inverted commas to punctuate direct speech						
Emerging use of other direct speech punctuation						
e.g. punctuation inside inverted commas.						
Spelling and Word structure						
Apply spelling rules into writing						
Use a range of prefixes to extend repertoire of						
nouns e.g. 'super', 'anti', 'auto'						
Use 'a' or 'an' correctly according to the next word						
beginning with consonant or vowel						
Experiment with more complicated words built from						
a common word e.g. dissolve, solution						
Handwriting						
Use diagonal and horizontal strokes to join letters						
that are adjacent and know which are best left						
unjoined						
Show increased legibility and quality of handwriting						
TOTAL:						

Pre Key-Stage:	Working Towards the	Expected Standard:	Greater Depth (Light	Greater Depth
0-3 Marks	expected standard:	10-14 Marks	Blue):	(Dark Blue):
	4-9 Marks		15-21 Marks	22+ Marks



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Terminology for Pupils					
Preposition					
Conjunction					
Word family					
Prefix					
Clause					
Subordinate clause					
Direct speech					
Consonant					
Consonant letter					
Vowel					
Vowel letter					
Adverb					
Inverted commas (or "speech marks")					