

Band 3 Writing						
B	B+	W	W+	S	S+	Deep
<p>Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.</p> <p>Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing.</p> <p>In non-narratives, related information is starting to be presented together.</p> <p>Writing uses a range of sentences with different structures & functions. Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing. Tenses are chosen accurately and used consistently. Present perfect form is starting to be used, but not always successfully (e.g. He has gone out to play vs. He went out to play).</p> <p>Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.</p> <p>Common exception words are spelt correctly and more complex spellings are phonetically plausible. Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.</p> <p>Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.</p> <p>Writing is self-checked for errors in spelling, grammar and punctuation and meaning. With support simple improvements to grammar and vocabulary in others' writing are suggested.</p>	<p>Writing effectively uses features of the given form, as appropriate to audience, purpose and context. Ideas from across their reading influence their writing.</p> <p>In narratives, simple settings, characters are independently created along with a coherent plot. Direct speech is used in a simple way.</p> <p>In non-narratives, paragraphs are beginning to be used to group information and related material.</p> <p>Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although). Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning. Where appropriate the present perfect form of verbs instead of the simple past is used accurately and consistently.</p> <p>Common punctuation is almost always accurate, including some use of inverted commas to indicate direct speech.</p> <p>Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble). The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).</p> <p>Handwriting is legible with increasing consistency when joining.</p> <p>Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.</p>	<p>Writing demonstrates a deep understanding of a range of taught text types, with choices being made appropriate to form, audience, purpose and context.</p> <p>Is starting to play with grammar and devices beyond their PoS as magpied from their wider reading, but not yet taught.</p> <p>In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue.</p> <p>In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion.</p> <p>Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. Writing shows conscious choices around adverbs and prepositions for particular effect. Writing maintains tense and switches tense where appropriate (e.g. flashback).</p> <p>Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " " " " John shouted)</p> <p>Spelling is mostly accurate, including that of more ambitious vocabulary choices.</p> <p>Handwriting is increasingly legible and consistent, including fluent joining.</p> <p>Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.</p>				