

Name: PP: Yes/No	Year group joined/date:	SEND/EI
English Composition		
	Year 3 Expected	Year 3 Greater Depth
PLANNING	Select pertinent points from discussions about 'good' to use when planning and record this in a simple success criteria	Choose the most appropriate style of writing to suit the needs of the situation, e.g. list, letter, report.
DRAFT and WRITE including vocabulary, grammar and punctuation engaging with the appropriate terminology	<p>Use simple sentence structures consistently applying adjectives accurately.</p> <p>Use adverbs to describe how the action was performed. E.g. (Little Max ran angrily upstairs to his bedroom because mum told him off)</p> <p>Expressing time, place and cause using: conjunctions (e.g when, before, after, while, so, because) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in, because of)</p> <p>Write sentences containing noun phrases and be able to recognise them within their own writing</p> <p>To use, identify and manipulate the terminology: Noun and noun phrases Pronouns Prefix and Suffix Apostrophe Singular/plural Adverb Preposition conjunction Clause, subordinate clause and mutli-clause Inverted commas Direct speech Consonant and vowels</p>	<p>Use adjectives and adverbs with confidence and attempt to think of different ones for different situations.</p> <p>Use a powerful verb to show character or add impact e.g. (Little Max stormed upstairs to his bedroom)</p> <p>Begin to develop the use of co-ordinating sentence structures consistently such as (for, and, but, or, yet)</p> <p>Identify prepositions, adverbs and conjunctions within their own writing.</p>
	Use and punctuate direct speech (inverted commas)	
	Link ideas in paragraph like structures e.g. using the appropriate choice of pronoun/noun to avoid repetition	
	Commas within a list, including adjectives	Use commas correctly within reported speech
Character	Develop characters using increasing detail e.g. (he was forgetful, rude and he never tidied his room) (Legs was bright red and sweating)	<p>Include feelings and emotions in character descriptions.</p> <p>Include descriptions of characters and events in a variety of styles and can sometimes contain humour.</p>

Setting	Describe the setting using adjectives and similes	
Plot	Develop the plot for example using a following a story mountain begin to use paragraphs for each section	
Non Fiction	Use complex subheadings e.g. subheadings as questions and bullet points to order information	
EVALUATE and EDIT	Peer assess using a given 'writing assessment framework' Can proof-read for spelling and punctuation errors Read aloud their own writing to a group /whole class and make the meaning clear	
HANDWRITING	Consistently join all appropriate letters increasing the legibility	