

Year 3 Expectation / KS1 Mastery / Standard 3

Standard 3 is the expectation for mainstream primary children **by the end of Year 3** and some may be working within Standard 4.

Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor): Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent ‘voice ‘ and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting,	
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).	
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. ‘volcano’ or ‘evaporate’).	
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).	
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).	
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.	
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	Is beginning to use paragraphs.	
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).	
14	Can write neatly, legibly and accurately, mainly in a joined style.	
15	Can use adjectives and adverbs for description.	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. ‘forward’ ‘bonfire’) and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.	
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.	
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).	
19	Can attempt to give opinion, interest or humour through detail.	
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)	
21	Is beginning to develop a sense of pace (lively and interesting).	

Listed in approximate hierarchy of E, S, A. For assessment, however, the ‘best fit’ can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 3-E = 6 - 9 | **3-S** = 10 - 17 | **3-A** = 18 - 21 | **3-AP** = 19 – 21.

If entry to Year 4 is not met, then the judgment is 3-A. A pupil in KS1 working within secure Standard 3 or above is said to be ‘Key Stage 1 Mastery’