# Band 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 basic skills are now ‘past their sell-by date’ at Standard 3:**

Basic sight vocabulary/common monosyllabic words (short words); range of phonic structures/strategies; neat, accurate and regular sized cursive writing; can write close to a side of A4 paper or more; correct use of the full stop; correct grammatical structures.

**These are now urgent targets.**

**Listed in an approximate hierarchy:**

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| 1 | I can write in an organised and clear style. |  |
| 2 | I can usually join my handwriting, |  |
| 3 | I can write in a variety of styles and genres with confidence and without support. |  |
| 4 | I can provide my reader with information about characters or setting, make a series of points. |  |
| 5 | I can use interesting and impressive words sometimes in my writing.(not taught topic words eg volcano). |  |
| 6 | I can develop and extend ideas logically in sequenced sentences that flow and make sense. |  |
| 7 | I can develop sentences using a wider range of connectives (e.g. when, because, if, after, while, also, as well). |  |
| 8 | I can write sentences that make grammatical sense (nouns and verbs make sense in my sentences) |  |
| 9 | I can use pronouns (eg I, you) in sentences and nouns are not overly repeated. |  |
| 10 | I can use a wide range of punctuation including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe. |  |
| 11 | I can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; speech structure). |  |
| 12 | I can begin to use paragraphs. |  |
| 13 | I can adapt form and style for purpose, (e.g. clear difference between formal and informal writing; abbreviated sentences in notes and diaries, grammatically correct sentences in formal writing )). |  |
| 14 | I can write neatly, clearly and accurately, mainly in a joined style. |  |
| 15 | I can use adjectives and adverbs for description. |  |
| 16 | I can spell phonetically regular, or familiar, common words that contain more than 1 sound accurately, (sometimes for 3-E e.g. ‘forward’ ‘bonfire’) I can spell most or all of the Year 3 High Frequency Words and the Year 3 words in the spelling list.  N.C. Appendix 1. |  |
| 17 | I can develop characters and describe settings, feelings and / or emotions, etc |  |
| 18 | I can link and relate events sensibly using words such as afterwards, before, also, after a while, eventually… |  |
| 19 | I can attempt to give opinion, interest or humour through detail. |  |
| 20 | I can use generalising words (e.g. sometimes; never; always; often; mainly, mostly,  generally etc.) and use the conditional tense words (e.g. might do it; may go; could rain; should win) |  |
| 21 | I can write in a lively and interesting style. |  |

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’