

## Year 3 Writing Assessment

<u>Working towards the expected standard</u>		<u>Working at the expected standard</u>	
<b>COMPOSITION: PURPOSE &amp; AUDIENCE</b>	Can write for a range of audience and purposes beginning in stories to create settings and characters and develop plot.	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Begin to use paragraphs to organise ideas.	Write using a rich and varied vocabulary.	
	Begin to use headings and sub-headings.	In narrative create simple settings, characters and plot.	
		Begin to use direct speech within narratives.	
		Use headings and sub-headings to aid presentation.	
		Use paragraphs as a way of grouping related material.	
		Evaluate the effectiveness of writing and suggest improvements	
		Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below)	
<b>GRAMMAR</b>	Use past and present tense correctly on some occasions.	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> ).
	Begin to use present perfect form of verbs instead of simple past e.g. He has gone out to play contrasted with He went out to play.		Add detail and precision through expanding noun phrases using pre-modification (e.g. deep, dark cave/one cold night)
	Use a and an correctly on some occasions.		Use present and past tense correctly, including use of the present perfect instead of the simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.
	Begin to use adverbs for time, place and cause e.g. then, next, soon, therefore.		Express time, place, cause and enhance cohesion using prepositions, including prepositional phrases ( <i>during the night, before breakfast, because of the rain</i> ).
	Begin to use prepositions for time, place and cause e.g. before, after, during, in, because of.		Uses a and an correctly on most occasions
	Begin to use conjunctions for time, place and cause e.g. when, before, while, so, because.		Express time, place, cause and enhance cohesion using adverbs ( <i>soon, therefore, finally</i> )
<b>PUNCTUATION</b>	Use capital letters, full stops, question marks, exclamation marks mostly correctly	Demarcate sentences accurately throughout using capital letters, full stops, question marks, exclamation marks and commas in lists	Full stops and capital letters
	Begin to use inverted commas to punctuate direct speech		Question marks
			Exclamation marks
			Commas in lists
		Use inverted commas to punctuate direct speech.	
		Indicate the possessive apostrophe with singular and regular plural nouns e.g. the cat's tail or the boys' footballs.	
		Use apostrophes to show contraction.	

## Year 3 Writing Assessment

TRANSCRIPTION	Spell most Year 1 and Year 2 words correctly* (when used)	Spell correctly words that have been previously taught, including:	<ul style="list-style-type: none"> <li>• common exception words from KS1;</li> </ul>	
	Spell some Year 3 words correctly* (when used)		<ul style="list-style-type: none"> <li>• previously taught homophones;</li> </ul>	
	Produce legible joined handwriting.		<ul style="list-style-type: none"> <li>• those with known prefixes and suffixes.</li> </ul>	
		Use and spell correctly many words from the Year 3 / Year 4 spelling list.		
		Use further prefixes and suffixes and understand how to add them		
		Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.		
		Use joined up writing consistently and independently.		
<b><u>Working at Greater Depth</u></b>				
Make deliberate and ambitious word choices to add detail, effect and to engage the reader (nouns, verbs, adjectives, adverbs).				
Use elements of an increasing range of language appropriately, to the purpose of the writing.				
Within paragraphs/sections, some links between sentences.				
Develop characterisation and/or setting by including: detail; speech; description of setting; feelings or motive.				
Tense choice generally appropriate to task including some use of modals.				
Use the full range of punctuation taught at key stage 1 and year 3 mostly correctly (full stops, capital letters (including proper nouns and personal pronoun I), ? ! “ ”, to punctuate direct speech)				
Spell most Year 1, 2 and 3 common exception words* correctly (when used)				
Use direct speech accurately, including the use of inverted commas				
Use the diagonal and horizontal strokes needed to join letters in their writing.				