

**Y3 Writing Assessment Grid**

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| Date and genre of work: |  |  |  |  |  |  |  |
| **Working towards the expected standard in Y3** |
| **The pupil can, after discussion with the teacher:** |
| write for both fictional and non-fictional purposes<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zty8xfr> |  |  |  |  |  |  |  |
| use expanded noun phrases<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> |  |  |  |  |  |  |  |
| use simple conjunctions for coordination and subordination<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv> |  |  |  |  |  |  |  |
| use present and past tense verb forms, mostly correctly and consistently<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82> |  |  |  |  |  |  |  |
| demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession |  |  |  |  |  |  |  |
| spell common exception words (KS1) mostly correctly<http://www.ictgames.com/littleBirdSpelling/> |  |  |  |  |  |  |  |
| apply Y1/2 spelling rules accurately (e.g.-ed, -ing, est, -er, -s, -es suffixes)<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx> |  |  |  |  |  |  |  |
| use the diagonal and horizontal strokes needed to join letters in some of their writing<https://www.youtube.com/watch?v=2NQ6uS8blwY> |  |  |  |  |  |  |  |
| write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters<https://www.doorwayonline.org.uk/activities/letterformation/> |  |  |  |  |  |  |  |
| **Working at the expected standard in Y3** |
| **The pupil can, after discussion with the teacher:** |
| write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zty8xfr> |  |  |  |  |  |  |  |
| describe settings and characters using expanded noun phrases<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> |  |  |  |  |  |  |  |
| use a range of co-ordinating and subordinating conjunctions<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv> |  |  |  |  |  |  |  |
| use adverbs to express time<https://www.youtube.com/watch?v=seaeluxIsqw> |  |  |  |  |  |  |  |
| use prepositions to express place and time<https://www.theschoolrun.com/what-are-time-connectives> |  |  |  |  |  |  |  |
| use correct tense consistently, including the present perfect tense<https://www.theschoolrun.com/what-are-the-present-perfect-and-the-past-perfect> |  |  |  |  |  |  |  |
| maintain Standard English forms, e.g. using *a/an* correctly<https://www.eslgamesplus.com/a-an-the-spin/> |  |  |  |  |  |  |  |
| begin to use paragraphs to structure writing<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7> |  |  |  |  |  |  |  |
| use simple organisational devices (e.g. headings or sub-headings) appropriately<https://www.theschoolrun.com/what-is-a-paragraph> |  |  |  |  |  |  |  |
| use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly<https://www.bbc.co.uk/teach/skillswise/punctuation/z7b247h> |  |  |  |  |  |  |  |
| begin to use inverted commas to punctuate speech<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h> |  |  |  |  |  |  |  |
| spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)<http://www.ictgames.com/littleBirdSpelling/> |  |  |  |  |  |  |  |
| use the diagonal and horizontal strokes needed to join some letters<https://www.youtube.com/watch?v=2NQ6uS8blwY> |  |  |  |  |  |  |  |
| make simple additions, revisions and proof-reading corrections to their own writing<https://www.theschoolrun.com/editing-creative-writing> |  |  |  |  |  |  |  |
| **Working at greater depth in Y3** |
| **The pupil can, with developing independence:** |
| write for both fictional and non-fictional purposes<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zty8xfr> |  |  |  |  |  |  |  |
| use dialogue sparingly so it effectively adds detail to the writing<https://www.theschoolrun.com/what-are-direct-and-indirect-speech> |  |  |  |  |  |  |  |
| use a wide range of co-ordinating and subordinating conjunctions within and across sentences<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv> |  |  |  |  |  |  |  |
| use a range of precise vocabulary (nouns, verbs and adjectives) |  |  |  |  |  |  |  |
| accurately use the full range of punctuation taught at key stage 1 and in Y3<https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03> |  |  |  |  |  |  |  |
| spell most words correctly<http://www.ictgames.com/littleBirdSpelling/> |  |  |  |  |  |  |  |
| produce legible joined handwriting<https://www.youtube.com/watch?v=2NQ6uS8blwY> |  |  |  |  |  |  |  |

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| **Year 3 POS** | **Pupils should be taught to** |
| Writing Transcription - Spelling | * use further prefixes and suffixes and understand how to add them - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* spell further homophones
* spell words that are often misspelt - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
* use the first 2 or 3 letters of a word to check its spelling in a dictionary
* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
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| Writing Transcription - Handwriting | * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
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| Writing – Composition | * plan their writing by:
	+ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	+ discussing and recording ideas
* draft and write by:
	+ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
	+ organising paragraphs around a theme
	+ in narratives, creating settings, characters and plot
	+ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
* evaluate and edit by:
	+ assessing the effectiveness of their own and others’ writing and suggesting improvements
	+ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
* proofread for spelling and punctuation errors
* read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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| Writing – Vocabulary, Grammar and Punctuation | * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:
	+ extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	+ using the present perfect form of verbs in contrast to the past tense
	+ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	+ using conjunctions, adverbs and prepositions to express time and cause
	+ using fronted adverbials
	+ learning the grammar for years 3 and 4 in [English appendix 2]
* indicate grammatical and other features by:
	+ using commas after fronted adverbials
	+ indicating possession by using the possessive apostrophe with plural nouns
	+ using and punctuating direct speech
* use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately when discussing their writing and reading
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| **Appendix 2 (Year 3 Content)****Word** Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] **Sentence** Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] **Text** Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]**Punctuation** Introduction to inverted commas to **punctuate** direct speech **Terminology** preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) |