Y3 Writing Assessment Grid

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/zrqgtfr/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							

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spell most words correctly http://www.ictgames.com/littleBirdSpelling/							
produce legible joined handwriting https://www.youtube.com/watch?v=2NQ6uS8blwY							

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 • spell further homophones • spell words that are often misspelt - see English appendix 1 • 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
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]

Writing – Composition	• plan their writing by:
	   o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	   o discussing and recording ideas
	• draft and write by:
	   o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
	   o organising paragraphs around a theme
	   o in narratives, creating settings, characters and plot
	   o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	• evaluate and edit by:
	   o assessing the effectiveness of their own and others' writing and suggesting improvements
	   o 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

Writing – Vocabulary, Grammar and Punctuation	• develop their understanding of the concepts set out in English appendix 2 by:
	   o extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	   o using the present perfect form of verbs in contrast to the past tense
	   o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	   o using conjunctions, adverbs and prepositions to express time and cause
	   o using fronted adverbials
	   o learning the grammar for years 3 and 4 in [English appendix 2]
	• indicate grammatical and other features by:
	   o using commas after fronted adverbials
	   o indicating possession by using the possessive apostrophe with plural nouns
	   o using and punctuating direct speech
	• use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

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')