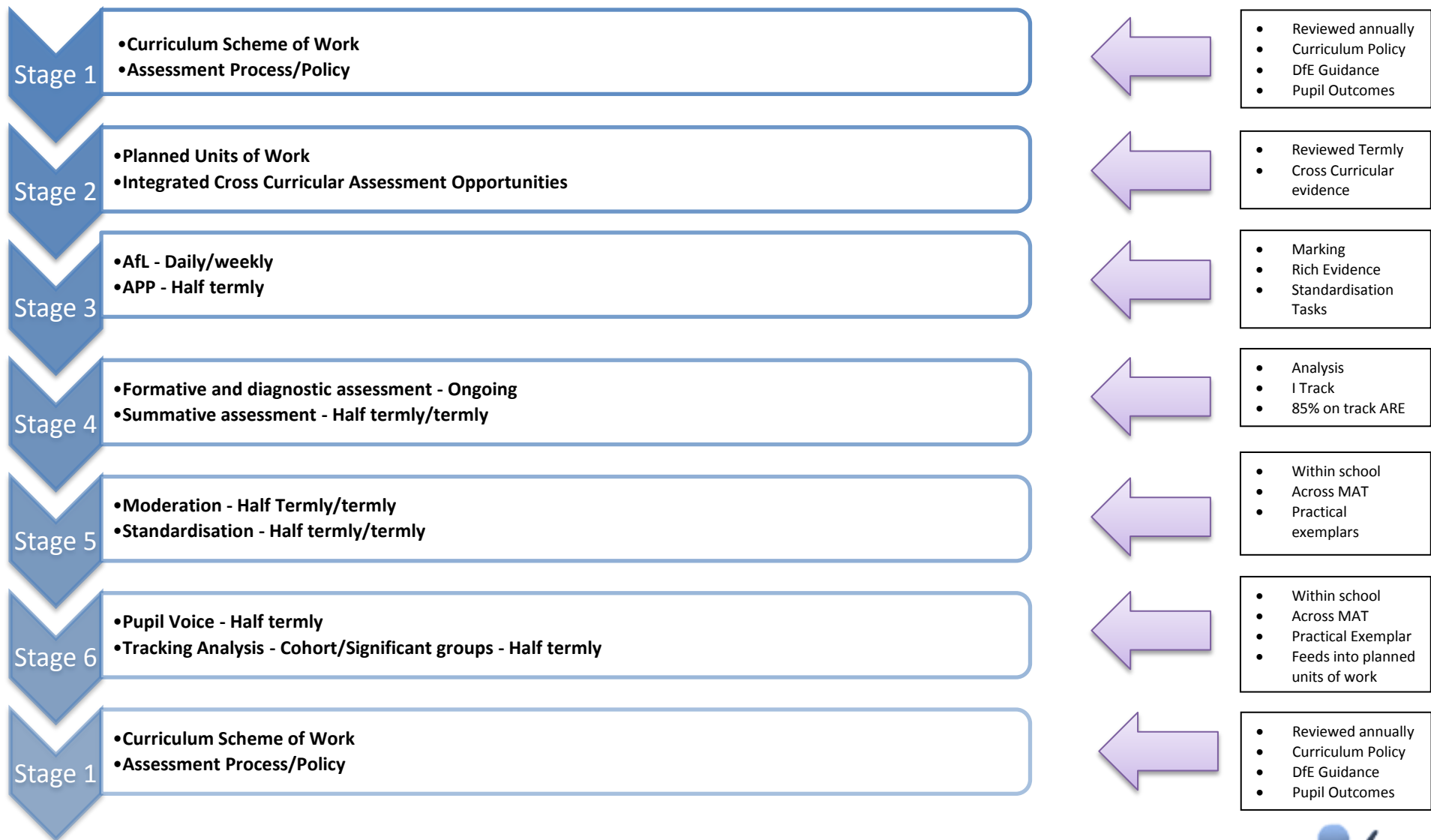




An Daras Multi Academy Trust

Assessing Pupil Progress – Writing (Y3)


Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 3
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15




ADMAT Year Group 3 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	<ul style="list-style-type: none"> • Use conjunctions (when, so, before, after, while, because) • Use adverbs (e.g. then, next, soon, therefore) • Use prepositions (e.g. before, after, during, in, because of) • Experiment with adjectives to create impact • Correctly use verbs in 1st, 2nd & 3rd person • Use perfect form of verbs to mark relationships of time & cause • Use inverted commas to punctuate direct speech • Group ideas into basic paragraphs • Write under headings & sub-headings • Write with increasing legibility, consistency and fluency
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk and listen confidently in different situations • Show they have listened carefully by asking relevant questions • Develop and explain their ideas giving reasons • Sequence and communicate ideas in an organised and logical way in complete sentences as required. • Vary the amount of detail – dependent on purpose and audience • Participate fully in paired and group discussions • Show understanding of the main points in a discussion • Vary the use and choice of vocabulary – dependent on the purpose and audience • Start to show awareness of how and when Standard English is used • Retell a story using narrative language, adding relevant detail • Perform poems from memory, adapting expression & tone as appropriate • Show they have listened carefully through making relevant comments • Formally present ideas or information to an audience • Recognise that meaning can be expressed in different ways dependent on the context • Begin to adapt use of language to meet the needs of the audience/listener

ADMAT/ARE Year 3 Writing/Key Concepts (v2)	Pupil Name:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding								
	Class Teacher:													
A/Grammar	B/Punctuation	C/Writing Process	D/Text Structure and Organisation	E/Writing Composition	F/ Spelling and Handwriting	G/	H/							
A1. Use a wider range of subordination to create complex sentences expressing time, place and cause (e.g. when, before, after, while, so, because)	B1. Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation	C1. Use text models to support the planning of writing (structure, vocabulary, sentence construction)	D1. Organise paragraphs around a theme e.g. use of topic sentence in non-narrative	E1. Write for real purposes and audiences, making some appropriate choices about form	F1. Spell common words correctly, including exception words									
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4									
A2. Express time, place and cause using adverbs (then, next, soon, therefore, finally)	B2. Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech	C2. Continue to orally rehearse and draft writing , developing : • A rich and varied vocabulary • A wider range of sentence structures	D2. In non-narrative, use a range of organisational devices e.g. sub-headings	E2. Demonstrate understanding of the main features of different forms of writing e.g. <i>stories contain appropriate character, setting and plot</i>	F2. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (word list gives example) e.g. <i>un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous</i>									
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4									
A3. Express time, place and cause using prepositions and prepositional phrases (e.g. before dark, during break, in the cave, because of Fred)	B3. Use apostrophes to mark plural possession	C3. Evaluate the effectiveness of writing and suggest improvements	D3. Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms	E3. Write using rich and varied vocabulary appropriate to purpose and form	F3. Word endings – tion, sion, ssion, cian, sure, ture									
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4									
A4. Expand noun phrases by use of modification before the noun and prepositional phrases after the noun	B4. Use commas after fronted adverbials	C4. Proof read for spelling and punctuation accuracy. Use a dictionary to check spelling where appropriate	D4. Use pro-nouns and nouns within and across sentences to aid cohesion and to avoid repetition		F4. Homophones – see NC for examples									

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4								
A5. Use fronted adverbials to provide the reader with additional information																				F5. Rare GPCs – see NC											
EM	TI	EXP	EXC																	EM	TI	EXP	EXC								
1	2	3	4																	1	2	3	4								
A6. Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done)																				F6. Use a/an correctly											
EM	TI	EXP	EXC																	EM	TI	EXP	EXC								
1	2	3	4																	1	2	3	4								
																				F7. Use joined up writing consistently and independently											
EM	TI	EXP	EXC																	EM	TI	EXP	EXC								
1	2	3	4																	1	2	3	4								
																				F8. Can spell words from statutory list											
EM	TI	EXP	EXC																	EM	TI	EXP	EXC								
1	2	3	4																	1	2	3	4								

Rich Evidence – Guidance Year 3	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative 	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)

	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing
Summative 	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)