

## Year 3 Writing Assessment

<b>Planning and Writing</b>			
Drafts and writes by composing and rehearsing sentences orally, building in rich and varied vocabulary plus a range of sentence structures			
Plans their writing by discussing and recording ideas			
Plans 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			
<i>Plans and writes stories based on own experiences using a clear structure</i>			
<i>Writes in a range of genres taking account of different audiences and purposes</i>			
<i>Begins to use figurative language including similes</i>			
<i>Uses some detail in the description of setting of characters' feelings or motives</i>			
<i>Uses dialogue to reveal detail about the character/ move the narrative forward</i>			
Drafts and writes by creating settings, characters and plot in narrative			
<i>Begins to organise ideas into paragraphs</i>			
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			
<b>Evaluating and Editing</b>			
Ensure that their writing makes sense			
Evaluates and edits by proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.			
Evaluates and edits by assessing the effectiveness of their own and other's writing and suggests improvements			
<b>Punctuation</b>			
Uses a range of punctuation taught in previous years			
<i>Begins to use commas to separate clauses within sentences</i>			
<i>Begins to use inverted commas to punctuate direct speech</i>			
Proof reads for spelling and punctuation errors			
<b>Grammar and Sentence Structure</b>			
Uses forms of a or an according to whether to whether the next word begins with a vowel or consonant (a rock, an open box)			
<i>Includes a structured sequence of events in writing and links these using conjunction and adverbs (emerging) – early one morning, after a while</i>			
Extends the range of sentences with more than once clause by using a range of conjunctions (although, while, before, wherever)			
<i>Uses single clauses sentences (accurately) and multi-clause sentences (broadly accurately) -Using coordinating conjunctions and subordinating conjunctions</i>			
<i>Expresses time, using conjunctions (when, before, after, since) prepositions (during, in, after, before, since) and adverbs (later, first, as soon as, as long as) within sentences and paragraphs</i>			
<i>Expresses place, using conjunctions (wherever, where) prepositions (on, in, behind, on top of, outside) and adverbs (above, below, inside, everywhere) within sentences and paragraphs</i>			
<i>Expresses cause, using conjunctions (so, so that, because, since) prepositions (because of, instead of) and adverbs (in order to, as a result) within sentences and paragraphs</i>			
<i>Extends the range of subordinating conjunctions used (although, while, before, wherever)</i>			
Begin to learn some of the differences between standard English and non-standard English and begin to apply what they have learnt (for example, in writing dialogue for characters)			

Understand and uses the grammatical terminology appropriate to Year 3 and <i>previous years</i> . Y3 – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas			
Uses the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play)			
Uses either 1 <sup>st</sup> or 3 <sup>rd</sup> person consistently			
<b>Cohesive Devices</b>			
Drafts and writes by organising paragraphs around a theme			
Writes a paragraph and further paragraphs for each stage of the story ensuring that sequence is clear			
Begins to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			
Expresses time, place and cause using conjunctions, prepositions and adverbs within sentences and paragraphs.			
<b>Word Level and Spelling</b>			
Forms nouns using a range of prefixes (super- , anti- , auto-)			
Learn about word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)			
Understand that root words can help with spelling of longer words			
Spell words that are often misspelt (See English National Curriculum Appendix 1)			
Spell some words from the Y3 and 4 spelling list correctly			
Use further prefixes and suffixes and understand how to add them correctly (See Appendix 1)			
Spell homophones and near homophones(See Appendix 1)			
Apply Y3 spelling rules (See Appendix 1)			
Use the first 2 or 3 letters of a word to check spelling, meaning or both in a dictionary			
<b>Handwriting</b>			
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
Have increased legibility, consistency, and quality of their handwriting			