

## Y3 Writing Assessment Statements

### Working Towards The Expected Standard

Name:

The pupil is beginning to demonstrate the ability...

#### Composition

To use the simple structure of a wider range of text types including writing to **entertain, inform** and **persuade** (though this may not be sustained).

To orally rehearse their ideas for writing and record their ideas using a modeled planning format.

To proof-read their work to check for errors and make simple improvements with guidance.

To make ambitious word choices (often reflecting those modeled by a teacher or selected from a 'word bank').

#### Grammar

To maintain accurate tense (including the progressive form).

To begin to add inverted commas to mark direct speech (may not be consistent)

To use a range of simple conjunctions (including some subordination)  
**when, if, but, that**

To write with grammatical agreement (matching verbs to nouns/pronouns)

To begin to use inverted commas to punctuate direct speech, however this may be inconsistent.

To use "a" or "an" correctly most of the time.

To use apostrophes for common contractions and singular possession nouns mostly accurately.

To use capital letters and full stops consistently.

To use exclamation and question marks mostly accurately.

To use commas in lists correctly.

#### Transcription

To spell some words with prefixes correctly, e.g. **irrelevant, autograph, incorrect, disobey, superstar, antisocial.**

To spell some words with suffixes correctly, e.g. usually, poisonous, adoration.

To apply all the spelling rules from the KS1 guidance (evident in writing or spelling tests).

Letters are accurately formed and consistently used.

To use correct spacing within and between words.

#### **Next steps towards achieving the expected standard...**

## Y3 Writing Assessment Statements

Working at The Expected Standard

Name:

The pupil independently demonstrates the ability...

Composition			
To show an increasing awareness of audience and purpose including writing to <b>entertain, inform</b> and <b>persuade</b> .			
To begin to use ideas derived from their own reading and modeled examples to plan and draft their writing.			
To use paragraphs to group related material.			
To begin to create settings, characters and plot in narratives.			
To ensure the main features of story structure are present – beginning, middle and clearly developed resolution.			
To begin to use structure of a wider range of text types (including the use of simple layout devices in non-fiction).			
To make deliberate use of adventurous word choices to add detail and engage the reader (e.g. including adverbs to add detail to verbs) and some technical language appropriate to the text type is evident.			
To proof-read theirs and others' work to check for errors with increasing accuracy and make improvements			
Grammar			
To maintain correct tense (including the present perfect tense) throughout a piece of writing.			
To use inverted commas in direct speech.			
To use adverbs: <b>then, next, soon, therefore</b>			
To use prepositions: <b>before, during, after, because of</b>			
To begin to use conjunctions, adverbs and prepositions to show time, place and cause eg. <b>when, so, before, after, while, because</b>			
To use "a" or "an" correctly most of the time			
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.			
To use capital letters and full stops consistently.			
To use exclamation and question marks mostly accurately.			
To begin to show awareness of commas to mark phrases and clauses, as well as separating items in lists.			
Transcription			
To apply some of the spelling rules and guidance from English Appendix 1 (Year 3 and 4) accurately - including further homophones and possessive apostrophe.			
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.			
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.			
To begin to spell homophones correctly, e.g see sea			
Handwriting is legible and consistent			
Use diagonal and horizontal strokes to join letters			

