

Year 3 Writing Assessment and Target Setting Grid

Please colour code as follows:

- Autumn
- Spring
- Summer

Full highlighting indicates there is sufficient evidence that children are secure in this objective
Highlighting over the bullet point indicates some evidence of understanding of this objective.

Composition Structure and Purpose

There is sufficient evidence that children can:

- Talk about and record initial ideas in order to orally rehearse, plan and draft.
- Discuss modelled writing, noting the structure, vocabulary and grammar.
- Use descriptive vocabulary which is appropriate for the context
- Describe characters, settings and /or plot, adding some interesting detail.
- Begin to use figurative language
- Organise narrative writing into sections of beginning, middle or end.
- Begin to organise narrative writing into sections or paragraphs within a theme.
- Write for real purposes and audiences.
- Use organisational devices such as headings and subheadings to aid presentation in non-fiction writing and the correct technical vocabulary.
- Re-read and evaluate own and others' writing, leading to improvements.

Vocabulary, grammar and punctuation (see National Curriculum Appendix 2)

There is sufficient evidence that children can:

- Use terminology for: preposition, conjunction, prefix, clauses, speech.
- Write accurate sentence types e.g. commands, questions and statements.
- Express time, place and cause using conjunctions. when, before, after, while, because, so
- Use adverbs appropriately
- Begin to use coordinating and simple subordinating conjunctions to join clauses.
- Use a range of prepositions appropriately
- Begin to use fronted adverbials with the comma
- Demarcate sentences with capital letters, full stops, question marks and exclamation marks; commas in lists; some commas to separate clauses.
- Identify and punctuate direct speech
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' depending on whether word begins with a consonant or vowel.
- Use the past or present tense appropriately.
Use a possessive apostrophe in both regular and irregular plurals boy's coat (1) boys' coat (+1)
- Recognise the difference between standard and non-standard English.

Spelling (See National Curriculum Appendix 1)

There is sufficient evidence that children can:

- Spell most common exception words from Year 1 and 2:
- Spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. auto, un
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion
ily
- Write words spelt ei, eigh or .ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grow n,groan ; where, we're, wear.
- Use apostrophe for a range of contractions and for singular nouns.
- Start to use plural possession e.g. boys' coats, girls' sweets.
- Know some irregular plurals e.g. children's, men's
- Spell some words from the YR 3-4 statutory word lists
- Use a dictionary to find words where the first 3 letters can be clearly sounded.eg strength, castle, river, as opposed to reasonable, thesaurus, Christmas
- Spell plural words ending in 'y' (change 'y' to 'i' and add 'es') e.g. sky skies, fly, flies, cry, cries

Apply spelling rules in extended writing and dictated sentences from SpellZoo overview of objectives. (including previous years)

Greater depth writers will demonstrate:

- Select sentence type to create appropriate impact.
- Apply spelling and punctuation rules consistently.
- Use a range of conjunctions to write sentences with more than one clause.
- Use original and precise vocabulary to create a powerful image

Greater depth assessment must be moderated by the English Leads at the time of assessment along with a range of their other writing. They will form part of the English Lead's tracking group.

Handwriting

There is sufficient evidence that children can:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.