

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:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Spelling: See National Curriculum (Appendix 1)

There is sufficient evidence that children can:

- Spelling (see English Appendix 1) Pupils should be taught to:
- use further prefixes and suffixes and understand the guidance for adding them
- use verb prefixes (e.g., dis-, de-, mis-, over- and re)
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

In addition, correctly apply spelling rules in extended writing and dictated sentences from SpellZoo overview of objectives

Handwriting

There is sufficient evidence that children can: write legibly, fluently and with increasing speed by:

- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

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

There is sufficient evidence that children can:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- begin to use passive verbs to affect the presentation of information in a sentence
- begin to use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- Indicate degrees of possibility (using adverbs such as perhaps, surely and modal verbs such as might, should, will, must)
- Use expressive or figurative language, such as, metaphor and personification, to create a setting and atmosphere, e.g., by describing how the setting makes characters feel and adding details of sights and sounds
- Use a range of devices consistently to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- using commas to clarify meaning or avoid ambiguity in writing
- Begin to use semi-colons and colons to indicate a stronger sub-division of a sentence than a comma

Begin to use a range of punctuation from English Appendix 2, including:

- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use a colon to introduce a list
- punctuate bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Greater depth writers will demonstrate:

- Apply skills confidently across a range of genres and contexts
- Show that they can independently and confidently edit to make precise revisions to text
- Begin to choose the appropriate register for a piece of writing

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.