Writing Assessment Grid – Year 3

Name/Context/Date																		
Prior Knowledge (TAF Statements for EXS @ KS1): If children are working within these statements, refer back to Y2 assessment sheet																		
After discussion with the teacher, write simple, coherent narratives about personal experiences & those of others																		
Write about real events, recording these simply and clearly																		
Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required																		
Use present and past tense mostly correctly and consistently																		
Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses																		
Segment spoken words into phoneme and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others																		
Spell many common exception words																		
Form capital letters & digits of the correct size, orientation & relationship to one another & to lowercase letters																		
Use spacing between words that reflect the size of the letters																		
Transcription - handwriting																		
I can use the diagonal and horizontal strokes that are needed to join letters.	**1**																	
I can join my writing legibly and know which letters are best left unjoined.	**2**																	
My writing is a consistent and appropriate size.	**3**																	
Composition																		
I can analyse text models to find and talk about the purpose, structure, grammatical features and use of vocabulary e.g. the use of subtitles as an organisational device in non-chronological reports.	**4**																	
I plan my writing effectively using knowledge gained from my text analysis.	**5**																	
My sentences are grammatically correct and develop ideas in a logical sequence.	**6**																	
I use appropriate features in my **fiction** writing e.g. informal language in a diary, storytelling language in narratives.	**7**																	
I can write a narrative with **some** appropriate description of the setting and characters.	**8**																	
I can write non-fiction texts using simple organisational devices and appropriate features e.g. sub-headings in a non-chronolgical report, numbered steps in instructions.	**9**																	
My writing is usually organised into paragraphs which group ideas or themes effectively.	**10**																	
I can re-read my writing and make corrections, additions and revisions to make the meaning clear and improve my writing.	**11**																	
Vocabulary, Grammar and Punctuation																		
I use a variety of sentences with more than one clause by using a wider range of subordinating conjunctions e.g. when, if, because.	**11**																	
I can identify the main clause and the subordinate clause in the sentences I write.	**12**																	
I can use adverbials to express time e.g then, next, soon; before, after, during.	**13**																	
I can use adverbials to express cause e.g. because, as, therefore, however, since, so that	**14**																	
I **mostly** use apostrophes correctly to show omission (missing letters e.g. don't) and <u>singular</u> possession (e.g. the boy's bike, Sam's hat)	**15**																	
I can **sometimes** use inverted commas to punctuate direct speech.	**16**																	

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I always use commas in lists	17																	
I use 'a' or 'an' correctly in my writing.	18																	
I use nouns and verbs which agree in my writing e.g. a man <u>was</u>, the children <u>were</u>.	19																	
I add interest and avoid repetition in my writing by choosing interesting vocabulary and using pronouns.	20																	
I always use capital letters and full stops accurately to demarcate sentences.	21																	
I make **some** use of expanded noun phrases to describe adding relevant and meaningful detail.	22																	
I make **some** use of adjectives being used for precision, clarity and impact.	23																	
My tense choice is mostly consistent and grammatically accurate.	24																	
I can use the present perfect tense correctly, where appropriate e.g. He has broken his leg. She has finished her chores. We have arrived in Hawaii.	25																	
Transcription – spelling																		
I can spell words with additional prefixes and suffixes and understand how to add them to root words e.g. form nouns using 're', 'anti', 'in'.	26																	
I can recognise and spell additional homophones, for example – he'll, heel, heal.	27																	
I can use the first two or three letters of a word to check its spelling in a dictionary.	28																	
I **always** spell Y2 common exception words correctly *NB. door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas*	29																	
I **mostly** spell Y3 words that I have learned correctly in my writing.	30																	
Greater Depth Targets																		
I write effectively and coherently for a range of purposes & audiences (e.g. to inform, persuade & entertain).	31																	
My choices of vocabulary are **always** appropriate for the text-type (instruction, recount, non-chron report).	32																	
I draw on my reading, both in class and at home, to help me choose vocabulary and sentence structure.	33																	
I use adjectives, powerful verbs and adverbs confidently and appropriately to make sure that my writing is precise, lively and interesting.	34																	
Some of my sentences begin with a subordinate clause or an adverb in order to add drama or interest.	35																	
Depending on the audience of my writing, I choose formal/informal language appropriately – this can be after discussions with my teacher.	36																	
I **always** use the range of punctuation taught, correctly: Question marks	37																	
Exclamation marks																		
Apostrophes for singular possession																		
Commas in a list																		
Inverted commas to punctuate speech																		
I sometimes use commas after fronted adverbials or to separate subordinate clause openers.	38																	
Score																		
Stage judgement																		