

YEAR 3 WRITING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%) In order to be secure, a child must achieve 100% of key indicators (red).

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
Records ideas from class and group discussion to support planning for writing, e.g. notemaking, incidental writing.	Writes a range of sentences containing more than one clause, using a wider range of conjunctions, including when, if, because, although.	Where appropriate, includes headings and sub-headings to aid presentation.	Uses further suffixes and understands how to add them (English Appendix 1 Y3 & 4).	Diagonal and horizontal strokes are used appropriately to join letters.
Composes and rehearses dialogue, e.g. through drama and role play, using a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2 Y3).	Uses the present perfect form of verbs in contrast to the past tense (He has tidied his bedroom; we have written a letter).	Groups some related materials and ideas in paragraphs.	Spells further homophones (English Appendix 1 Y3 & 4).	The downstrokes of letters are parallel and equidistant, and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Creates settings, characters and plots in narratives.	Uses conjunctions, adverbs and prepositions to express time and cause (they cheered when he scored; I am going swimming later; we read before bedtime).		Uses the first two or three letters of a word to check its spelling in a dictionary.	
Assesses the effectiveness of their own and others' writing and suggests / makes improvements.	Forms nouns using a range of prefixes, e.g. super-, anti-, auto-.		Applies some of the rules and patterns of spelling as indicated in English Appendix 1 Y3 & 4.	
Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y3 & 4 and Appendix 2 Y3). <i>(*Partly judged by outcome.)</i>	Uses a or an according to whether the next word begins with a consonant or a vowel (a horse; an elephant).			
Reads aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Uses the grammatical terminology in English Appendix 2 Y1 - 3 when discussing own and others' writing.			
	Beginning to use inverted commas to punctuate direct speech.		<i>*All italics - LPS addition</i> Red text: Key indicators. Evidence in children's independent writing. (100% for secure.) Black text: Requires assessment by other means (eg class/group observations). Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)	
	Uses and understands the year 3 grammatical terminology accurately and appropriately when discussing their writing and reading.			