

Assessment Criteria

Writing Year 3

Name:		Class:	Year:	Unit 1	Unit 2	Unit 3	Afternoon	Overall Grade
Start score:	Target Score:	End Score:						
Transcription: Spelling								
1. Use further prefixes and suffixes and understand how to add them (<i>Sp 3:1-10; GH 3:1,2</i>)								
2. Spell further homophones (<i>Sp 3:17-20; GH 3:3,4</i>)								
3. Spell words that are often misspelt (<i>KW 3:1-3:3; GH 3:5,6</i>)								
4. Use the first two or three letters of a word to check its spelling in a dictionary (<i>GH 3:7,8</i>)								
5. Write from memory simple sentences that include words and punctuation taught so far (<i>Sp St 3; GH St 3</i>)								
Transcription: Handwriting								
6. Use the diagonal and horizontal strokes that are needed to join letters								
7. Increase the legibility, consistency and quality of their handwriting (<i>by ensuring that the downstrokes of letters are parallel and equidistant</i>)								
Writing: Composition								
8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and plans LKS2</i>)								
9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (<i>pupil prompts LKS2, GH 3:9-11</i>)								
10. Organise paragraphs around a theme (<i>text type prompts and plans LKS2</i>)								
11. In narratives, create settings, characters and plot (<i>text type prompts and plans LKS2</i>)								
12. In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and plans LKS2</i>)								
13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (<i>'up-stage' prompts LKS2</i>)								
14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (<i>'up-stage' prompts LKS2</i>)								
15. Proof-read for spelling and punctuation errors (<i>'up-stage' prompts LKS2</i>)								
Writing: Vocabulary, Grammar and Punctuation								
16. Extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i> (<i>GH 3:10,11,16,21</i>)								
17. Use the perfect form of verbs in contrast to the past tense (<i>GH 3:12-15</i>)								
18. Use conjunctions, adverbs and prepositions to express time and cause (<i>GH 3:16,-18,21</i>)								
19. Use adverbs and prepositions to express time and cause (<i>GH 3:16,-18,21</i>)								
20. Y3 Grammar: formation of nouns using a range of prefixes (<i>GH 3:19,20</i>)								
21. Begin to identify main and subordinate clauses (<i>GH 3:21</i>)								
22. Indicate possession by using the possessive apostrophe with singular nouns and regular plurals (<i>GH 3:22,23</i>)								
23. Use inverted commas to punctuate direct speech (<i>GH 3:24,25</i>)								
24. Use of a/an, word families (<i>GH 3:19,20</i>)								

Expected @autumn 7+	Expected @ spring 13+	Expected @ Summer 19+						
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