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| **Y3 Writing Assessment** using the English writing framework The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups. | **Child’s name:** |

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| **Working *towards* the expected standard The pupil can, after discussion with the teacher:** |
|  | **Date** | **Date** | **Date** | **Date** | **Date** |
| write simple, coherent narratives |  |  |  |  |  |
| write in a range of non-narrative forms |  |  |  |  |  |
| use the range of punctuation taught up to and including Y2 **mostly** correctly” |  |  |  |  |  |
| use co-ordination (e.g. or *I* and *I* but) to join clauses |  |  |  |  |  |
| use **some** subordination (e.g. when/ if/ that *I* because) to join clauses |  |  |  |  |  |
| spell **many** common exception words\* |  |  |  |  |  |
| use phonic knowledge and other knowledge of spelling to spell **many** words relating to the KS1 programme of study correctly |  |  |  |  |  |
| form capital letters and lowercase letters correctly. |  |  |  |  |  |
| **Working *at* the expected standard The pupil can:** |
| write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) | **Date** | **Date** | **Date** | **Date** | **Date** |
|  |  |  |  |  |
| create settings, characters and plot in narrative |  |  |  |  |  |
| use speech punctuation correctly when following modelled writing |  |  |  |  |  |
| use **some** conjunctions ( e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail |  |  |  |  |  |
| use past and present tense **mostly** correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) |  |  |  |  |  |
| use the range of punctuation taught up to and including Y3 **mostly** correctly" (e.g. apostrophes for possession, commas in lists) |  |  |  |  |  |
| spell correctly words from learning in previous year groups, and **some** words from the year 3*I* year 4 spelling list\*, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible |  |  |  |  |  |
| spell **most** common exception words\* |  |  |  |  |  |
| increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) |  |  |  |  |  |
| join letters with diagonal and horizontal strokes where appropriate.\* |  |  |  |  |  |
| **Working at greater depth** **The pupil can:** |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | **Date** | **Date** | **Date** | **Date** | **Date** |
|  |  |  |  |  |
| use detail and vocabulary to interest and engage the reader |  |  |  |  |  |
| use paragraphs |  |  |  |  |  |
| improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary). |  |  |  |  |  |