



Writing Assessment Year 3

Name **Year**

Children should statements: (tick all evidenced in writing)		Autumn		Spring		Summer	
		Date					
Y3 Working Towards							
SP	Spell many common exception words from the KS1 curriculum						
	Spell some words with prefixes correctly e.g. super, auto, in, dis						
	Spell some words with suffixes correctly e.g. -ing, -ed, -es, -er, -ly						
	Spell some words from the Year 3/4 English curriculum						
HW	Use the diagonal and horizontal strokes needed to join most letters						
Punctuation	Demarcate sentences with capital letters, full stops ? and ! mostly correctly						
	Begin to use apostrophes for omission and singular possession						
	Sometimes add inverted commas to mark direct speech						
Composition and Vocabulary	Show some understanding of purpose and audience although this may not be sustained.						
	Begin to use features of given text types						
	Show evidence of attempting some ambitious vocabulary						
	Begin to organise their writing using paragraphs						
Sentence structure and grammar	Usually maintains the correct tense						
	Use a range of simple conjunctions e.g. and, but, so, if, when, because						
	Begin to check for errors and make simple improvements						
Y3 Expected							
SP	Spell most common exception words and words with contracted forms						
	Spell many words with prefixes correctly (e.g. dis, mis, super, re, in, un)						
	Spell many words with suffixes correctly (e.g. tion, ally, ous)						
	Spell some homophones correctly						
	Spell many words from the Year 3 school's spelling programme and Y3/4 word list						
HW	Have handwriting which is sometimes joined and legible and shows consistency in letter formation						
Punctuation	Demarcate sentences with capital letters and full stops ? and ! correctly						
	Use commas in lists						
	Use apostrophes for omission and singular possession						
	Use inverted commas for direct speech						
Composition and Vocabulary	Show understanding of purpose and audience						
	Use most features appropriate to given text types						
	Begin to create settings, characters and plot in narratives						
	Begin sentences in different ways to avoid repetition						
	Use adjectives and adverbs for description						
	Show evidence of using deliberate adventurous/interesting vocabulary						
	Organise writing into paragraphs around a theme						
Sentence structure and grammar	Use co-ordination and subordination to join clauses with variety						
	Use past and present tense correctly and consistently including progressive form (he was swimming) and present perfect (I have sold...)						
	Use correct noun and verb agreement						
	Use the correct determiner/article – a or an.						
Y3 Working at Greater Depth							
SP	Spell most words from the Year 3 school's spelling programme and Year 3/4 word list						
	Spell most words with prefixes correctly (e.g. dis, mis, super, re, in, un, ir, im)						
	Spell most words with suffixes correctly (e.g. tion, ally, ous, cian, sion)						

	Spell most homophones correctly						
HW	Use neat joined handwriting with increasing speed and accuracy						
Punctuation	Consistently use a range of punctuation correctly including: full stops, capital letters, ? ! , ' for possession and contraction.						
	Consistently punctuate direct speech accurately.						
Composition and Vocabulary	Confidently show understanding of purpose and audience						
	Confidently use features appropriate to given text types						
	Create settings, characters and plot in narratives						
	Use paragraphs to organise their writing logically						
	Open sentences in many different ways (e.g. fronted adverbials)						
	Make deliberate ambitious word choices to add detail, effect and engage the reader						
Sentence structure and grammar	Can use subordinate clauses , sometimes in varied positions. (although....., as....., while... when...) .						
	Maintain the correct tense with accurate subject verb agreement.						
	Text type / Genre						