

# Writing Year 3

## Age related expectations Assessment Grid for Writing: Year 3

	I can start!	I can join!	I can write it!	My Punctuation	My Spelling	My Presentation
<b>Y e a r 3 : E m e r g i n g</b>	<p>Time connectives are used to start sentences:</p> <p>Starting to use prepositional clauses and adverbs to begin sentences in different ways,</p>	<p>Consistently use time, place and cause using conjunctions:</p> <p><b>Examples -</b></p> <ul style="list-style-type: none"> <li>• when</li> <li>• before</li> <li>• next</li> <li>• then</li> <li>• meanwhile</li> <li>• until</li> <li>• during</li> </ul>	<p>Work is proof read for errors and corrected appropriately for spelling, grammar and punctuation.</p> <p>Prepositions are used routinely when appropriate</p> <p>Beginning to use a range of techniques including similes and alliteration etc to enhance description.</p> <p>Narrative is beginning to contain direct speech, although this may not always be correctly punctuated.</p> <p>Nouns chosen are specific, eg. 'poodle' instead of 'dog'.</p> <p>Writing demonstrates thoughts and feelings of characters to create mood.</p> <p>Narrative settings are beginning to create different moods.</p>	<p>Knows the difference between consonants and vowels when using the forms of a or an.</p> <p>Inverted commas (speech marks) are shown as a double for direct speech, eg. "Hello". (Not always consistently)</p> <p>Apostrophes for contractions are used without reminder.</p>	<p>Able to read and spell 25 words and 5 irregular from the 50 Y3 word list.</p> <p>Aware of some homophones and can describe what they are.</p> <p>Use prefixes: Dis-, mis-, in- and im-</p> <p>Check spellings in a dictionary using the first letter.</p> <p>Understand the 'n' sound used for 'ou' eg. <i>young, touch</i>.</p>	<p>Handwriting is always legible and is mostly joined.</p> <p>No mixing of upper and lower case letters can be seen.</p>
<b>Y e a r 3 : M e e t i n g</b>	<p>Adverbs and affronted adverbial phrases are used to begin sentences.</p>	<p>A variety of subordinate conjunctions are used.</p>	<p>Some evidence of viewpoint.</p> <p>Narrative work is paragraphed to guide the reader.</p> <p>Details which add humour, suspense and contrast are included in writing.</p> <p>Appropriate vocabulary is used to provide detail and clarity.</p> <p>Organisational devices such as sub-headings, diagrams, bullet points etc are used to structure the purpose of the writing,</p> <p>Writing demonstrates a range of sentence structures.</p> <p>Direct speech is almost always correctly demarcated with the use of inverted commas.</p> <p>Tenses are accurate including present, perfect form e.g. 'he has gone out to play', past tense, 'he went out to play,' present tense, 'he is playing outside.'</p> <p>Consistent use of first and third person.</p>	<p>Correct form of 'a' or 'an' is always used.</p> <p>Uses apostrophes to show the possession of a plural.</p> <p>Awareness of word families based on single words eg. <u>age</u>, <u>cage</u>, <u>engage</u>, <u>sage</u></p>	<p>Able to read and spell 45 words from the 50 Y3 word list.</p> <p>Spell homophones and recognise and spell near homophones, such as 'accept/expect'</p> <p>Check spellings in the dictionary or online dictionary using the 1<sup>st</sup> 2 or 3 letters.</p> <p>Recognise the /K/ sound is spelt as K rather than as the letter C before e, I and y, eg Kent Sketch Kit Skin</p>	<p>Uses a consistently and correctly joined style.</p>
<b>Y e a r 3 : A d v a n c i n g</b>	<p>A variety of Adverbs and affronted adverbial phrases are used throughout the curriculum, where appropriate.</p>	<p>Subordinate conjunctions are applied throughout the curriculum, where appropriate.</p>	<p>Nouns are modified precise adjectives, eg. 'an eerie, echoing sound.'</p> <p>Uses conjunctions, adverbs and prepositions to express time and cause.</p> <p>Uses adjectives and adverbs with confidence and attempts to think of different ones to use in different situations.</p> <p>Gives careful thought to planning of writing and re-reads it as a matter of course.</p> <p>Ensures that descriptions have enough detail to help the reader gain a better understanding about the way the story is unfolding.</p> <p>Uses powerful verbs to show character or add impact.</p> <p>Describes characters and includes feelings and emotions when needed.</p> <p>Independently chooses the most appropriate style of writing to suit the needs of the situation Eg: poems, lists, letters, reports.</p> <p>Includes descriptions of events and characters in a variety of styles and can sometimes contain humour.</p> <p>Varies sentences, adding phrases to make the meaning more precise.</p> <p>Uses words that have never been used before when describing characters, events and feelings.</p>	<p>Always uses apostrophe correctly for contractions and possession.</p> <p>Uses speech marks correctly.</p>	<p>Generates new words from root words.</p>	<p>Children have a consistently and correctly joined style and can write with increasing speed.</p>

# Writing Year 3

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Name \_\_\_\_\_  
Y6

Class- Y1      Y2      Y3      Y4      Y5