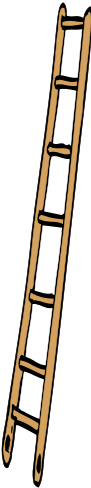




Writing Assessment – Year 3 Name/s _____

	Spelling (Common across Year 3 and Year 4)	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Year 3 	- I can use further prefixes and suffixes and understand how to add them (English Appendix 1) - I can spell further homophones - I can spell words that are often misspelt (English Appendix 1) - I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - I can use the first 2 or 4 letters of a word to check its spelling in a dictionary - I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - I can increase the legibility, consistency and quality of their handwriting	- I can plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas - I can draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices - I can evaluate and edit by: * assessing the effectiveness of their own and others' writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - I can proofread for spelling and punctuation errors - I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	- I can develop their understanding of the concepts set out in Appendix 2 (see below) by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in Appendix 2 - I can indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with singular and plural nouns * using and punctuating direct speech - I can use and understand the grammatical terminology in Appendix 2 (See below) accurately and appropriately in discussing their writing and reading.

Word	* Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] * Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] * Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]
Sentence	* Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]
Text	* Introduction to paragraphs as a way to group related material * Headings and sub-headings to aid presentation * Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	* Introduction to inverted commas to punctuate direct speech
Terminology for pupils	adverb, preposition conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')