

Writing Assessment – Red (Y3 28 objectives)

Expected for the Autumn Term (EXS)	Expected for the Spring Term (EXS) (Greater Depth in the Autumn Term)	Expected for the Summer Term (EXS) (Greater Depth in the Spring Term)	Greater Depth in the Summer Term (GDS)	
Secure in previous year group + 25% (7 or more) of objectives secure All must be underlined objectives.	50% (14 or more) of objectives secure A significant quantity of which are the underlined objectives.	75% (21 or more) of objectives secure Including all underlined objectives.	All objectives mastered, embedded and applied consistently with appropriate authorial style for their age.	
<p>Children working within the correct year group objectives, but not in the above categories, are ‘working towards standard’ (WTS)</p> <p>Children working within a different year group objectives are ‘below’ (BLW)</p> <p>Children working within a different key stages objectives or ‘pre-key stage’ (PKS) except where they are in Y3 working at Y2 which will be termed as BLW.</p>				
Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p>All handwriting is legible and beginning to be joined.</p> <p>Ascenders and descenders are appropriately sized.</p>	<p><u>Uses pronouns appropriately to avoid repetition.</u></p> <p><u>Uses determiners correctly according to the noun. e.g. a box , an open box. (a for consonant an for vowel.)</u></p> <p><u>Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because although</u></p> <p><u>Plans their writing drawing ideas from texts they have looked at.</u></p> <p><u>Writes paragraphs around a theme in non-narrative. e.g. a paragraph about dogs in a non-chronological report on pets and simple paragraphs in narrative to indicate a change in time.</u></p> <p><u>Writes narrative including settings, characters, plot</u></p> <p><u>Uses a range of appropriate features for taught text types e.g. headline in a news report. Headings, subheadings, brief introduction and conclusion for non-narrative tests where appropriate, adopt a viewpoint.</u></p> <p><u>Using a mixture of sentence starters to express time, place or cause. e.g. Long ago, a prince was held prisoner in a dungeon because he refused to marry the evil queen.</u></p>	<p><u>Begins sentences with fronted adverbials:</u></p> <ul style="list-style-type: none"> • <u>Time: One day,</u> • <u>Manner: Swiftly,</u> • <u>Place (preposition): In the garden,</u> <p><u>Begins sentences with conjunctions</u></p> <ul style="list-style-type: none"> • <u>Because it was snowing, I wore a scarf.</u> • <u>When the morning came, the garden was covered in snow.</u> <p><u>Develops characters and settings considering what can be seen, heard, smelt etc. as well as the finer details e.g. Inside the cottage, it smelt damp and the dusty furniture was dilapidated. A long, silvery cobweb hung from the rafters.</u></p> <p><u>Uses ambitious verbs and adjectives e.g. strolled; dilapidated, colossal.</u></p>	<p><u>Uses the possessive apostrophe accurately for regular plurals e.g. Tom’s pencils.</u></p> <p><u>Begins to the rules of dialogue accurately:</u></p> <ul style="list-style-type: none"> • <u>Inverted commas around speech.</u> • <u>Capital letter at the beginning of speech.</u> • <u>Punctuating speech accurately inside the inverted commas.</u> <p><u>Proof reads the effectiveness of their own and others writing suggesting and making improvements to grammar, vocab, punctuation and spelling</u></p> <p><u>Continues to use full stops, capital letters, question marks, commas in lists and exclamation marks accurately</u></p> <p><u>Uses commas to separate some clauses e.g after adverbials at the beginning of a sentence.</u></p>	<p><u>Continues to use the previously taught corresponding graphemes for all phonemes and nearly always chooses correctly.</u></p> <p><u>Spells at least 50% of the Year 3 and 4 National Curriculum word list correctly.</u></p> <p><u>Spells some common homophones correctly (see list).</u></p> <p><u>Applies suffixes ‘es’, ‘er’ ‘s’, ‘ed’, and ‘ing’ including when following ‘y’, ‘x’, ‘sh’ ‘ss’ ‘e’ correctly most of the time.</u></p> <p><u>Applies suffixes ‘less’, ‘ness’ and ‘ful’ following ‘e’, ‘y’ and when there are no changes to the root word.</u></p> <p><u>Uses and spells a greater range of prefixes eg. ‘dis’, ‘un’, ‘mis’, ‘re’ ‘sub’ ‘tele’, ‘super’ and ‘auto’ understands their meaning.</u></p> <p><u>Adds the suffix ‘tion’</u></p> <p><u>Can add the suffix ‘ly’ both when the root word stays the same and when it changes e.g. lovely, happily.</u></p> <p><u>Applies irregular spelling rules most of the time e.g. Y as an i (gym), ou as u (young), ch as a k (chemist), ch as a sh (chef), gue and que endings (league, antique), and ei, eigh, aigh and ey spellings.</u></p>
Evidence:				

