**Year 3 Writing Assessment Framework**

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| Date work: | |  |  |  |  |  |  |
| Working towards the expected standard | | | | | | | |
| Demarcating most sentences with | * Capital letters and full stops |  |  |  |  |  |  |
| * Question marks |  |  |  |  |  |  |
| * Exclamation marks |  |  |  |  |  |  |
| * Commas for lists |  |  |  |  |  |  |
| Using sentences with different forms in their writing | * statements |  |  |  |  |  |  |
| * questions |  |  |  |  |  |  |
| * exclamations |  |  |  |  |  |  |
| * commands |  |  |  |  |  |  |
| Using some expanded noun phrases to describe and specify | |  |  |  |  |  |  |
| Using present and past tense mostly correctly and consistently | |  |  |  |  |  |  |
| Using a range of co-ordinating (or/and/but) and subordinating (when/if/that/because) conjunctions | |  |  |  |  |  |  |
| Segmenting spoken words in to phonemes and representing these by graphemes, spelling many correctly | |  |  |  |  |  |  |
| Spelling many KS1 common exception words | |  |  |  |  |  |  |
| Adding suffixes to spell some words correctly in their writing, *e.g. –ment, -ness, -ful, -less, -ly* | |  |  |  |  |  |  |
| Writing letters of the correct size, orientation and relationship to one another. | |  |  |  |  |  |  |
| Working at the expected standard | | | | | | | |
| Write coherent narratives (fiction and non-fiction) | Ambitious verb choices to enhance meaning |  |  |  |  |  |  |
| Accurate use of proper nouns and pronouns |  |  |  |  |  |  |
| organising writing into paragraphs |  |  |  |  |  |  |
| using appropriate language choices |  |  |  |  |  |  |
| Using expanded noun phrases to describe characters and settings |  |  |  |  |  |  |
| accurate sequence of plot |  |  |  |  |  |  |
| simple organisational devices (paragraphs, subheadings etc.) |  |  |  |  |  |  |
| Demarcating many sentences with | KS1 punctuation *(capital letters, full stops, commas in a list, question and exclamation marks)* |  |  |  |  |  |  |
| Commas to demarcate adverbs |  |  |  |  |  |  |
| Apostrophes to show omission and possession |  |  |  |  |  |  |
| Some speech punctuation |  |  |  |  |  |  |
| Using a range of different sentence structures by:  - varying openers | Time, place and cause conjunctions |  |  |  |  |  |  |
| Adverbs |  |  |  |  |  |  |
| Prepositions |  |  |  |  |  |  |
| - using more than one clause and a range of conjunctions | Coordinating *(****and, but, or****, for, so)* |  |  |  |  |  |  |
| Subordinating *(****when, if, because,*** *although, before, since, while)* |  |  |  |  |  |  |
| Using present and past tense verb forms correctly | |  |  |  |  |  |  |
| Use the form ‘a’ and ‘an’ accurately | |  |  |  |  |  |  |
| Spell many words with prefixes *(dis, re, in, mis, sub)* and suffixes *(ful, less, ly, ment, ness)* correctly | |  |  |  |  |  |  |
| Spelling many Year 3 words correctly | |  |  |  |  |  |  |
| Use the diagonal and horizontal strokes that are needed to join letters | |  |  |  |  |  |  |
| Working at greater depth | | | | | | | |
| Demarcating most sentences using Year 3 punctuation taught | |  |  |  |  |  |  |
| Use ambitious word choices for expanded noun phrases for precise description | |  |  |  |  |  |  |
| Use verbs to show a higher degree of accuracy or enhance meaning | |  |  |  |  |  |  |
| Consistently show a wide range of sentence types to show an effect on the reader | |  |  |  |  |  |  |
| Show clear cohesion between sentences and paragraphs using adverbials of time, place and manner | |  |  |  |  |  |  |
| Spelling most Year 3 words correctly | |  |  |  |  |  |  |
| Edit and improve writing following supportive feedback from an adult | |  |  |  |  |  |  |