



Year 3 Writing Assessment

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Use more specific nouns e.g. cottage instead of house.</p> <p>Use another noun to write the expanded noun phrases for precision e.g. sports car, maths teacher.</p> <p>Use a greater range of appropriate adjectives to write expanded noun phrases for description.</p> <p>Use a range of prepositions to write expanded noun phrases for specification e.g. The dog under the tree was eating a bone.</p>	<p>Use 'a and an' correctly.</p> <p>Use demonstratives – this dog, that dog.</p> <p>Use a greater range of superlative adjectives for height, weight, length and speed e.g. highest, heaviest, longest, slowest.</p> <p>Use a greater range of comparative adjectives for height, weight, length and speed e.g. taller, lighter, shorter, faster.</p> <p>Use present perfect tense e.g. He has gone out to play.</p> <p>Use a greater range of adverbs for place – e.g. everywhere, somewhere, indoors, outdoors.</p> <p>Use a greater range of adverbs for manner – e.g. quietly, quickly, angrily.</p> <p>Use pronouns to link sentences – The witch looked at the boy. She grinned, He screamed.</p>	<p>Use a range of adverbs e.g. later, tomorrow and adverbial phrases for time e.g. a moment later, after lunch.</p> <p>Use fronted adverbs of time e.g. suddenly, secondly.</p> <p>Use adverbs for addition e.g. Also.</p> <p>Use adverbs for cause e.g. therefore.</p> <p>Use adverbs for opposition e.g. However.</p>



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Use a range of sentence structures for effect e.g. and, so, but, or

Use co-ordination – sentences with more than 2 clauses with coordinating conjunctions e.g. He was tired and hungry so they went home.

Use full range of KS1 punctuation correctly

A . ! ? , '

Use commas in a list of adjectives e.g. juicy, red apples

Use commas in a list of expanded noun phrases.

Use apostrophes to show missing letters in contractions.

Use subordination to express time and cause e.g. when, before, after, while/ because, so that.

Use commas after subordinate clauses when used at the start of a sentence.

Use apostrophes to show singular possession.

Use subordination 'that' for inanimate objects e.g. My dad bought that car. My dad bought a car that had two flat tyres.

Use subordination – using 'who' as a relative pronoun for animate objects e.g. There once was a prince who loved ice cream.

Use inverted commas for speech in dialogue.

Use subordination n- using 'that' following a range of verbs for thinking e.g. I forgot that he was coming.

Use subordination – starting sentences with subordinate clauses using 'when' and 'if'.



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<p>Read and discuss with teacher/peers models of similarly structured writing.</p> <p>Use above models to record group and own ideas for a given audience and purpose.</p> <p>Use the recorded ideas on own planning frame as a starting point for oral/ written composition.</p> <p>Compose and rehearse sentences orally.</p> <p>Follow a plan and draft for each section of my writing.</p> <p>Evaluate own and others' writing for sense by re-reading with teacher/ peers.</p> <p>Use terminology correctly when discussing writing e.g. preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, speech marks.</p>	<p>Edit own writing by suggesting and making grammar and vocabulary improvements.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud own writing to teacher/ group using correct intonation and volume.</p> <p>Use a range of cohesive devices to make links in their writing – pronouns, adverbs, adverbial phrases.</p> <p>Write endings appropriate to the genre – may link back to the openings.</p> <p>Use sections to signal changes in time – paragraphs.</p> <p>Write non-chronological reports in different forms. – Recount in a diary, instructions for directions.</p> <p>Write a non-chronological report.</p>	<p>Include direct speech to advance the plot.</p> <p>Use a range of cohesive devices to make links in non-fiction texts e.g. pronouns, adverbs, adverbial phrases.</p> <p>Write non-fiction texts using organisation and features to suit the text type e.g. subheadings for presentation.</p> <p>Include relevant description of subject matter.</p> <p>Write opening statements with information to engage the reader e.g. questions and/or commands.</p> <p>Write closing statements to show personal opinion or viewpoint.</p>
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