

Writing Assessment Framework Year 3

To be working at Expected at the end of each term in Year 3, pupils must:										Key: Most – Occasional errors. Many – Frequently shown but not consistent. Some – Shown on occasions but not frequently.																	
	Dimensions of PoS	Key Learning – Autumn Term	Dates and/or evidence of pieces of work							Key Learning – Spring Term	Dates and/or evidence of pieces of work							Key Learning – Summer Term	Dates and/or evidence of pieces of work								
Transcription	Handwriting Refer to appropriate stage in school's scheme when assessing.	Showing some of the diagonal and horizontal strokes needed to join letters once correct orientation is mastered.								Continue to learn and practice horizontal and diagonal strokes.									Strokes from Year 3 are secure and handwriting is beginning to be joined.								
	Spelling (encoding) Refer to appropriate stage in school's scheme when assessing.	Correctly uses suffixes from Year 1 and Year 2.								Form nouns using a range of prefixes (super-, anti-, auto-).									Refer to your school's spelling scheme.								
		Refer to your school's spelling scheme.								Refer to your school's spelling scheme.										Many words from the Year 3/4 Spelling List are used correctly.							
		Some words from the Year 3/4 Spelling List are used correctly.							Many words from the Year 3/4 Spelling List are used correctly.																		
Composition	Punctuation	Most capital letters, full stops, question marks, exclamation marks and commas in a list are used correctly.								Showing some evidence of using inverted commas for speech within provided sentences.									Speech is demarcated with inverted commas in sentences of their own construction, with many examples punctuated correctly.								
		Uses apostrophes for singular possession accurately.																									
		Uses apostrophes for contraction correctly.																									
	Grammar	Conjunctions from Year 2 are correctly used.								Uses prepositions of place and time (before, after, while, during, when).									Independently uses adverbs, conjunctions and prepositions of cause.								
		Uses a or an correctly according to whether the next word begins with a consonant or a vowel.								Can express time, place and cause using conjunctions (when, before, after, while, so).																	
		Uses adverbs for time: then, next, soon, therefore.								Uses the present perfect form of verbs instead of the simple past (<i>He has gone out to play contrasted with He went out to play.</i>)																	
Text Structure and organisation	Uses the correct choice of tense more independently when writing.								Use some paragraphs correctly within non-fiction with headings and subheadings.									Use many paragraphs correctly within non-fiction with headings and subheadings.									
Composition	Writes a narrative with setting, character and a plot.								Writes a narrative with setting, character and a plot.									Writes a narrative with setting, character and a plot.									
	Writes non-narratives using simple organisation devices.								Writes non-narratives using simple organisation devices.									Writes non-narratives using simple organisation devices.									