

Year 3 assessment – Working at the expected standard

Name:								Collection
I can write for a range of purposes and genres including a short story:								
<ul style="list-style-type: none"> Demarcating all sentences with 	Capital letters							
	Full stops, or exclamation marks, or							
	question marks, or							
And with some use of	Inverted commas for direct speech							
	Commas for lists							
	Commas after adverbial clauses							
	Colons to introduce a list							
	Apostrophe to show singular possession							
<ul style="list-style-type: none"> Beginning to use paragraphs to group material and/or headings/sub headings 								
<ul style="list-style-type: none"> For fiction pieces: writing a narrative with a setting, characters and plot, including some dialogue For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion sentence 								
<ul style="list-style-type: none"> Beginning to use cohesive devices across paragraphs and sentences (pronouns and adverbials) e.g. today, that afternoon, yesterday, meanwhile, therefore 								
<ul style="list-style-type: none"> Using some expanded noun phrases with pre and post modifiers to describe and specify 								
<ul style="list-style-type: none"> Using present and past tense correctly and consistently, including irregular verbs 								
<ul style="list-style-type: none"> Beginning to use the perfect form e.g. I have been to London. 								
<ul style="list-style-type: none"> Using co-ordination (for/and/nor/but/or/yet/so) 								
<ul style="list-style-type: none"> Using some sub ordination (when/if/that/because/after/although/before/even though/whereas/whilst) 								
<ul style="list-style-type: none"> Begin to use adverbial phrases to give more detail about where, when and how. e.g I walked past the school. I walked first thing in the morning. 								
<ul style="list-style-type: none"> Using adverbs within and to start sentences. 								
<ul style="list-style-type: none"> Use sentence of three for description Eg: The giant was huge, utterly terrifying and covered in green spots 								
<ul style="list-style-type: none"> Use a variety of verbs for said in dialogue to show different degrees of meaning 								

• Use the determiners 'a' or 'an' according to whether the next word begins with a vowel or a consonant							
• Spell most contracted words correctly							
• Spell some homophones correctly							
• Adding prefixes and suffixes to spell many words correctly in my writing e.g. suffix – -ment, -ness, -ful, -ly, -ion							
• E.g. prefix re--, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter-							
• Spell most Y1 and Y2 common exception words correctly							
• Spell some Y3 and Y4 words correctly							
• Using the diagonal and horizontal strokes needed to join letters in most of my writing,							
• Writing all letters to the correct size, orientation and relationship to one another							

Year 3 assessment – Working at greater depth within the expected standard

Name:							Collection
I can write for different purposes, after discussion with the teacher:							
• Use inverted commas for direct speech mostly correct							
• Use a new line for a new speaker in dialogue							
• Use past, present, perfect and future tense effectively in writing							
• Use a range of subordinating conjunctions, and clauses, in writing							
• Use a range of short and long sentences in writing effectively							
• Use paragraphs to group material and/or headings/sub headings							
• Spell most homophones correctly							