



## YEAR 3 WRITING ASSESSMENT

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<b>Handwriting</b>			
Use the diagonal and horizontal strokes that are needed to join letters			
Ascenders and descenders do not interfere with writing on the line above and below.			
My handwriting style is becoming consistent throughout my work.			
<b>Planning, Composition and Editing</b>			
Use a class story map (with pictures) to plan the order of my story.			
Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.			
Use my own story map (with pictures) to plan the order of my story.			
Use the story map to help me start a new paragraph when the setting, action or time changes in narrative writing.			
Up-level word choices			
Correct spellings and basic punctuation (CL, full stops, commas in lists)			
<b>Grammar and Punctuation</b>			
Understand what a noun, adjective, verb and adverb mean.			
Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.			
Use a comma to separate adjectives when describing a noun.			
Use similes to add description to my writing.			
Use powerful verbs to make my writing more interesting.			
Use adverbs of manner as openers (fronted adverbials)			
Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet)			
Use a comma before some co-ordinating conjunctions (and, but, so).			
Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence (Before, After, While, As (plus those taught in Year 2))			
Use a question.			
Use tense accurately most of the time.			
Use verb tenses correctly most of the time (was/were) (is/are)			
Use a comma to list expanded noun phrases			
Begin to use openers (fronted adverbials) as sentence openers: How (manner), When (Time) and Where (Place).			
Change the place of the adverb in the sentence.			
Begin to use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.			
Use inverted commas at the start and end of speech mostly correctly.			
Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.			
Organise similar ideas into paragraphs in non-fiction writing.			
Start a new paragraph to show a change in time in narrative writing.			
Be aware of when to use the possessive apostrophe in words with regular plurals (girls'/boys')			
Use 'ly' adverbs in a sentence			
Use adverbs to show when something happened (time), where something happened (place), use adverbs to show how something was done/happened (how)			
Begin to use a comma after a fronted adverbial			
Use conjunctions to show when something happened (time), the cause, the place.			
Use prepositions to express time and cause.			
Be aware of when to use the possessive apostrophe in words with irregular plurals (children's).			
<b>Greater Depth</b>			
Able to write different texts which make sense and are written in an appropriate style.			
Sentences are marked correctly using full stops, question marks, exclamation marks.			

Use fronted adverbials, subordinating conjunctions, co-ordinating conjunctions appropriately within different styles of writing and independently.			
Use the punctuation taught mostly correctly in a range of writing.			