

Interim teacher assessment framework (to be reviewed annually)

YEAR 3 WRITING

Working towards the expected standard (Emerging / Developing)

The pupil can write for a range of purposes and audiences:

- using present and past tense mostly correctly and consistently
- using adjectives and some adverbs for description
- using the determiner *a* or *an* mostly correctly according to whether the next word begins with a consonant or a vowel
- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling most of the KS1 words correctly (*see Year 2 writing assessment framework*).

Working at the expected standard (Secure)

The pupil can write for a range of purposes and audiences (including writing a short story):

- describing settings and characters in some short stories
 - creating some complex sentences using a range of conjunctions (e.g. *when, before, although, so*.)
 - using a comma to separate clauses where the subordinate clause appears first
 - using adverbs and prepositions to add detail and precision where appropriate
 - using some expanded noun phrases to describe and specify
 - using different verb forms, including the present perfect and simple past, mostly accurately
 - beginning to use paragraphs to organise ideas (fiction and non-fiction)
 - using co-ordination (*or/and/but*) and some subordination (*when/if/that/because*)
 - using sentences with different forms in their writing (statements, questions, commands, exclamations)
 - beginning to use inverted commas for direct speech mostly correctly
 - proofreading to check for errors in spelling, grammar and punctuation
 - editing and improving writing after evaluation and feedback
 - spelling some words correctly* (years 3 and 4 words) and using a dictionary independently to check spellings
- writing letters of the correct size, using the diagonal strokes needed to join letters and ensuring appropriate spacing between words.

Working at greater depth within the expected standard (Greater Depth)

The pupil can write for a range of purposes and audiences:

- developing characterisation using action, dialogue and description
- using complex sentences with different structures (using main clauses and subordinate clauses)
- using pronouns for cohesion and to avoid repetition
- using fronted adverbials to link ideas between paragraphs
- using standard English verb inflections (*we were...* instead of *we was...*)
- using commas for clarity mostly correctly.

See accompanying guidelines before use.