

ASSESSMENT GRID FOR WRITING YEAR 3

	STAGE C: Typical Range of Year 3 Attainment		
	3.1	3.2	3.3
	Beginning to develop Year 3 expectations	Embedding understanding of Y3 expectations	Demonstrates mastery and application of Y3 expectations
Sentence Structure	Developing the use of subordination by beginning to use a wider range of subordinating conjunctions (e.g. when, before, after, because) Beginning to use adverbs within a sentence (e.g. then, next, soon, therefore) Beginning to use prepositions as sentence openers or within sentences (e.g. before, after, during, in, because of) e.g. <i>She decided to leave because of the noise.</i>	Usually uses a wider range of subordinating conjunctions (e.g. when, before, after, because) Usually uses adverbs (e.g. then, next, soon, therefore) Usually uses prepositions as sentence openers or within sentences (e.g. before, after, during, in, because of)	Uses conjunctions, adverbs and prepositions to express time and cause Able to use the variety of sentence openers previously taught
			Able to use a variety of sentence types including: simple, compound, and complex
	Sometimes uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Usually uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Mostly uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
			Uses the present perfect form (ppf) of verbs (have or has) instead of the simple past e.g. <i>He has gone out to play (ppf)</i> contrasted with <i>He went out to play.(pt)</i> <i>I have been to Spain three times (ppf)</i> instead of <i>I went to Spain three times (pt)</i> <i>Have I been chosen for the team? (ppf)</i> instead of <i>Was I chosen for the team? (pt)</i>
Punctuation		Sentences are mostly demarcated including: full stops, question marks, exclamation marks and capital letters	*Consistent use of full stops, capital letters, exclamation marks and question marks
	Commas mostly used in lists		Consistent use of commas in lists
	*Mostly uses apostrophes to show contracted forms *Usually uses apostrophes to show singular possession e.g. <i>The girl's book</i>	Mostly uses apostrophes to show singular possession e.g. <i>The girl's book</i>	Consistently uses apostrophes to show contracted forms and singular possession
	Beginning to use inverted commas in given examples and directed guided writing tasks		Sometimes uses inverted commas to demarcate speech (in independent writing)

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Text Structure & Organisation		Clear text structure evident (depending on genre)	Clear text structure (depending on genre) and all sections are related
	*Relevant ideas grouped together *Sometimes ideas are organised in sections (i.e. events are in chronological order and each event is expanded on-creating a section)	Ideas are usually organised in sections	Ideas are consistently organised in sections OR Beginning to use paragraphs to group related material
	Will use headings and subheadings in given examples and guided writing tasks		Will use headings and subheadings to aid presentation (in non-fiction writing)
Composition & Effect	*Expanded noun phrases are used for description or to make specific information clear e.g. <i>the big, brown dog, the tall man, salted butter</i> *Consistently uses adventurous word choices to add additional detail (appropriate to task)	Some use of adverbs to add detail/description/explanation to events, e.g. <i>The dinner was extremely tasty. The dog greedily ate the sloppy sauce.</i>	Some detail / description / explanation to events expanded through careful choice of vocabulary, e.g. <i>The hot school dinner was delicious, The long run was tiring and her breathing became heavier and heavier.</i> Creates settings and characters (in narrative)
	Characterisation is conveyed through description where appropriate	Characterisation is sometimes conveyed through dialogue i.e. deliberately used speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way (see punctuation descriptors above – may not demarcate consistently with inverted commas but dialogue is used to add to the story/character)	Narrative writing has some balance between description and dialogue to move the story on
	Writing features are sometimes appropriate to the task, e.g. <i>Imperative verbs in instructions, dialogue in a story</i>		Writing features are usually appropriate to the task
Performance			Read their own writing aloud to a group using appropriate intonation and controlling the volume so that the meaning is clear