

English - Writing

Writing Assessment – Year 3



Year 3

2019-20 Writing assessment

Guidance

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.

A pupil's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

A pupil's writing which teachers use to make judgements must be produced independently.

If a pupil is not meeting **all** of the requirements for 'Working Towards', then they are classed as 'Not Yet Met'. Children working below these standards should be assessed using the Pre Key-Stage Standards, using the same guidance as above.

The assessment log below, is designed to keep track of childrens work and the range completed across the year. Changing the audience is also a way of challenging more able children. Therefore, a range of audiences, as well as a range of text types, is important to show degrees of formality. E.g. An explanation aimed at KS1 and an explanation aimed at adults can have two different tones.

| | Assessment Log | | | | | | | | | | | |
|-------|----------------|----------|---------------------------------|--|--|--|--|--|--|--|--|--|
| Piece | Type/Genre | Audience | Notes on task e.g. Independence | | | | | | | | | |
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Pre-Key Stage Writing Standards Composition - The pupil can: Transcription - The pupil can: Standard 1 • say an appropriate word to complete a sentence • draw lines or shapes on a small or a large scale when the adult pauses (e.g. 'We're going to (e.g. on paper or in the air or sand). the...zoo/park/shop/beach'). **Transcription** Standard 2 • form correctly most of the 10+ lower-case letters • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... in Standard 2 of English language comprehension we ate ice cream / I played in the sand / it was and reading • identify or write these 10+ graphemes on hearing hot'). corresponding phonemes. Standard 3 • make up their own phrases or short sentences to • form correctly most of the 20+ lower-case letters express their thoughts aloud about stories or their in Standard 3 of English language comprehension experiences and readina • write a caption or short phrase using the • identify or write these 20+ graphemes on hearing graphemes that they already know. the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). Standard 4 make up their own sentences and say them form most lower-case letters correctly aloud, after discussion with the teacher • identify or write the 40+ graphemes in Standard 4 • write down one of the sentences that they have of English language comprehension and reading rehearsed. on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). Standard 5 (working towards the KS1 expected standard) • segment spoken words into phonemes and after discussion with the teacher • write sentences that are sequenced to form a represent these by graphemes, spelling some words short narrative (real or fictional) correctly and making phonically-plausible attempts • demarcate some sentences with capital letters and full stops. • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. Standard 6 (working at the KS1 expected standard) after discussion with the teacher • seament spoken words into phonemes and • write simple, coherent narratives about personal represent these by graphemes, spelling many of these words correctly and making phonically experiences and those of others (real or fictional) write about real events, recording these simply plausible attempts at others and clearly spell many common exception words* • demarcate most sentences in their writing with form capital letters and digits of the correct size, capital letters and full stops, and use question orientation and relationship to one another and to marks correctly when required lower-case letters • use present and past tense mostly correctly and • use spacing between words that reflects the size of the letters. consistently • use co-ordination (e.g. or / and / but) and some

subordination (e.g. when / if / that / because) to

join clauses.

| Working Towards - WT Write simple, coherent narratives about personal experiences and those of others (read of fictional) Write about real events, recording these simply and clearly Write about real events, recording these simply and clearly Demarcating most sentences with capital letters, full stops and question marks. use co-ordination and subordinating conjunctions (when / if / that / because) using present and past tense mostly correctly and consistently spelling most common exception words' (year 2) spelling some words correctly' (year 3 and 4) writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using spacing between words that reflects the size of the letters. Mastery - MAS write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing using consistently correctly Capital letters full stops question marks many correct uses of Commas for lists apostrophes for contraction inverted Commas Begin to vary sentence length and type Uses adverbrials to open sentences (ed/ly/ing) spelling many homophones correctly Voten using co-ordination and subordination to vary sentence type and length adding suffixes to spell words correctly in their writing, e.gment, -ness, -ful, -less, - ju, -l | The pupil can: | | | | С | D | Е | F | G |
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