



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

Pre-Key Stage Writing Standards	
Composition - The pupil can:	Transcription - The pupil can:
Standard 1	
<ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription</p>	<ul style="list-style-type: none"> draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).
Standard 2	
<ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot'). 	<ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes.
Standard 3	
<ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. 	<ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing 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	
<ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. 	<ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading 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)	
<p><i>after discussion with the teacher</i></p> <ul style="list-style-type: none"> write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops. 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others 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)	
<p><i>after discussion with the teacher</i></p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others spell many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.

The pupil can:		A	B	C	D	E	F	G
Working Towards - WT								
Write simple, coherent narratives about personal experiences and those of others (real or fictional)								
Write about real events, recording these simply and clearly								
Demarcating most sentences with capital letters, full stops and question marks.								
use co-ordination and subordination (or / and / but)								
Sometimes use 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								
make simple additions, revisions and proof-reading corrections to their own 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 adverb/ials to open sentences (ed/ly/ing)								
spelling many words correctly* (year 3 and 4)								
spelling many homophones correctly								
Often using co-ordination and subordination to vary sentence type and length								
adding suffixes to spell words correctly in their writing. e.g. <i>-ment, -ness, -ful, -less, -ly</i> *								
Using expanded noun phrases to describe and specify								
Begin to build cohesion through use of	Pronouns							
	Adverbials of time							
	Adverbials of place							
	Coordinating conjunctions							
	Subordinating conjunctions							
using the diagonal and horizontal stokes needed to join some letters								
Greater Depth - GD								
write effectively and coherently for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing								
describe characters and settings in narratives								
Use appropriate vocabulary, including interesting and ambitious								
Use relative clauses to add detail								
Use appropriate tense throughout a piece of work – sometimes inconsistent								
Beginning to proof read and edit independently with support								
using the full range of punctuation taught at key stage 1 correctly and beginning to use:	apostrophes for possession							
	Commas for clarity							
	Speech punctuation (including use of commas and new speaker for a new line)							
Use a variety of techniques to build cohesion								
increasing legibility, fluency and speed in joined handwriting								