

End of Year 3 Writing Assessment

	End of Y2	3.1	3.2	3.3
<u>Writing Transcription</u>				
<u>KPI</u> begin to use further prefixes and understand how to add them (English Appendix 1)	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Prefixes Meaning of and adding prefixes dis- and in- Meaning of and adding im- to root words beginning with m or p	Meaning of and adding the prefix re- Meaning of and adding prefix anti- Meaning of and adding prefix super- Meaning of and adding prefix sub-	Consolidate prior learning. Children can apply to all contexts of curriculum.
<u>KPI</u> begin to use further suffixes and understand how to add them (English Appendix 1)		Adding the suffix -ous Adding suffix -ly to adjectives to form adverbs Words ending in -ture Adding -ation to verbs to form nouns.	Adding suffix -tion to root words ending in t or te. Adding the suffix -ian to root words ending c or cs.	Adding suffixes beginning with vowel letters to words of more than one syllable
<u>KPI</u> begin to spell further homophones	distinguishing between homophones and near-homophones	whether weather ball bawl not knot plain plane	no know write right wear where meet meat great grate bear bare break brake week weak	Consolidate homophones. Apply to all contexts of the curriculum.
Words that are often misspelled		Words with c sound spelt ch	The short i sound spelt y	Revisit and consolidate

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		Words with sh sound spelt ch		
KPI Spelling of high frequency words	Correctly spell and increasing number of the 200 HF common words	Consolidate Year 1/2 words Year 3/4 list: Answer, Island, February, Length, Strength, Business, Address, Breath, Breathe, Grammar, Heard, Natural, Caught, Consider, Disappear, Earth, Guard, Position, Increase, Mention, Probably, Quarter, Straight, Thought, Woman/women	Year 3/4 spelling list Centre, Circle, Experiment, Forward(s), Guide, Height, Weight, Eight/eighth, Favourite, Fruit, Group, Heart, Learn, Century, Difficult, Library, Notice, Potatoes, Recent, Often, Peculiar, Regular, Remember, Strange, Therefore	Consolidate prior learning. Children can apply to all contexts of curriculum.
place the possessive apostrophe in words with regular plurals [for example, girls', boys']	apostrophes for contracted forms and the possessive (singular)	Awareness of possession and the possessive apostrophe for regular plural nouns	Beginning to use possession and the possessive apostrophe for regular plural nouns	Can use possession and the possessive apostrophe for regular plural nouns
begin to use the first two or three letters of a word to check its spelling in a dictionary	Begin to use a dictionary using the first letter to locate a word	Use alphabetical order to locate words by their first letter in a dictionary	Use knowledge of alphabet to support locating of words by using first 1 and beginning to use first 2 letters	Begin to use the first two or three letters of a word to check its spelling in a dictionary
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Yr3 term 1 and KS1	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Yr3 term 2, term 1 and KS1	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Yr3 term 3, term 2, term 1 and KS1
Writing Transcription - Handwriting				
KPI	Form lower-case letters of the correct size relative to one another	Begin to use diagonal and horizontal strokes to join letters	Use diagonal and horizontal strokes to join letters	Understand which adjacent letters are better left unjoined

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<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Start to join some letters</p> <p>write capital letters and digits of the correct size, orientation and relationship</p> <p>use spacing between words</p>			
Writing Composition				
<p><u>KPI</u></p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order imitate its structure, vocabulary and grammar 		<p>Read and discuss text structure, vocabulary and grammar</p>	<p>Begin to plan writing imitating a text's structure and vocabulary</p> <p>Beginning to adopt an appropriate style with attention to the reader</p>	<p>Begin to plan writing imitating structure, vocabulary and grammar</p> <p>Plan writing in appropriate style with attention to the reader</p>
<p>discussing and recording planning ideas</p>	<p>Confidently plan what they want to write about</p> <p>Write down ideas and key words</p> <p>Use new vocabulary within ideas</p>	<p>Able to discuss and recording their own ideas within genres taught</p> <p>Some appropriate ideas and content included</p>	<p>Able to discuss and recording their own ideas within genres taught</p> <p>Some appropriate ideas and content included</p>	<p>Able to discuss and recording their own ideas within genres taught</p> <p>Some appropriate ideas and content included</p>
<p><u>KPI</u></p> <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue) 		<p>composing and rehearsing sentences orally within genre taught</p>	<p>composing and rehearsing sentences orally within genre taught</p>	<p>composing and rehearsing sentences orally within genre taught (beginning to include speech)</p>

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<u>KPI</u> progressively building a varied and rich vocabulary and	Able to think of and write a simple sentence including an expanded noun phrase to describe and specify (for example the blue butterfly)	attempts to elaborate and add detail - adjectives	attempts to elaborate and add detail - adjectives and adverbs	able to elaborate and add detail - adjectives and adverbs and expressing time, place and cause
<u>KPI</u> begin to use an increasing range of sentence structures (English Appendix 2)	Using coordination (or/and/but) with some subordination (when/if/that/because)	Able to write simple, compound and complex sentences using when, if, that, because within the sentence	begin to use subordinate clause at the start of a sentence if, that, when because	Starting to use subordinate clause at the start of a sentence (use of comma may be inaccurate)
<u>KPI</u> start to organise paragraphs around a theme	Ideas together linked	From a given text, children are able to deconstruct and reorganise using paragraphs Full text - children can identify paragraphs	Organise sentences into paragraphs Begin to use personal pronouns he, she, it Begin to use Headings and subheadings to group related material.	Begin to write in paragraphs around a common theme Within each paragraph there are some links made e.g. use of pronouns he, she, it Use headings and subheadings to group related material
<u>KPI</u> with discussion create settings, characters and plot		with discussion create settings, characters and plot (when genre taught) able to adopt viewpoint in class discussion	with discussion create settings, characters and plot (when genre taught) beginning to adopt viewpoint in class written	with discussion create settings, characters and plot (when genre taught) beginning to adopt viewpoint in class writing but this is inconsistent
in non-narrative material, start using simple organisational devices [for example, headings and sub-headings]		in non-narrative material, start using simple organisational devices [for	in non-narrative material, start using simple organisational devices [for example, headings and sub-headings]	in non-narrative material, start using simple organisational devices [for example, headings and sub-headings]

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		example, headings and sub-headings]		
evaluate and edit by: with support, assess the effectiveness of their own and others' writing and suggesting improvements	Able to proof read their writing and evaluate it	Evaluate with support and assess the effectiveness of their own work	evaluate and begin to suggest editing improvements with support	Evaluate and suggest improvements for own and others' work with support
KPI start to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Able to make simple additions, revisions and corrections independently	Within genre taught, verbally start to propose changes to grammar where taught	Within genre taught, start to propose changes to grammar and vocabulary to improve consistency	Within genre taught, start to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
proof-read for spelling and punctuation errors	proof-reading to check for errors in spelling, grammar and punctuation ? ! , .	with support, proof-read for y2 spelling and punctuation errors recognising known spellings and punctuation	proof-read for y2 and y3 up to now spelling and punctuation errors recognising known spellings and punctuation	proof-read for y3 spelling and punctuation errors recognising known spellings and punctuation
read aloud their own writing, to a group or the whole class, beginning to using appropriate intonation and showing some control over the tone and volume so that the meaning is clear	Able to read their writing for sense and with support, use verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Using genre taught, read aloud their own writing, to a group beginning to using appropriate intonation	Using genre taught, read aloud their own writing, to a group or the whole class, beginning to using appropriate intonation and showing some control over the tone	Using genre taught, read aloud their own writing, to a group or the whole class, beginning to using appropriate intonation and showing some control over the tone and volume
Writing vocabulary, Grammar and Punctuation				
KPI begin to develop their understanding of <ul style="list-style-type: none"> extending the range of sentences with more by clause showing understanding 	Able to use and or but Beginning to use when, if, that, because, or, but	Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause using	Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause using adverbs e.g.	Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause with conjunctions

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of how to include when, if, because, although		conjunctions, so, before, after, because	then, next, soon, or prepositions e.g. before, after	when, if, that, because, or, but, adverbs, , before, after, prepositions before, after
<u>KPI</u> begin to use the present perfect form of verbs in contrast to the past tense (have eaten, have been eating)	the present and past tenses correctly and consistently including the progressive form	Begin to recognise the difference between past and present form verbs	Begin to recognise the difference between past tense and present perfect	Begin to use the present perfect in contrast to past tense
<u>KPI</u> start to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		To understand that pronouns replace nouns to avoid repetition she, he, it	Can identify some pronouns in writing he, she, it, they, we, us	Begin to use personal pronouns he, she, we, us, they
<u>KPI</u> start using conjunctions, adverbs and prepositions to express time and cause		Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause using conjunctions, so, before, after, because	Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause using adverbs e.g. then, next, soon, or prepositions e.g. before, after	Able to use when, if, that, because, or, but when extending sentences Beginning to express time and cause with conjunctions when, that, because, or, but, adverbs, , before, after, prepositions before, after
<u>KPI</u> begin using fronted adverbial		Awareness of what a fronted adverbial is and how this appears in reading	When guided, shared, supported modelled , is able	begin using fronted adverbials

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			to use a fronted adverbial correct	
start learning the grammar for years 3 English Appendix 2	Awareness of: Nouns, suffixes, adjectives, adverbs, subordination, expanded noun phrases, statement, question, command, exclamation, past tense, present tense, progressive verbs, compound	Able to use this terminology correctly: Nouns, suffixes, adjectives, adverbs, subordination, expanded noun phrases, statement, question, command, exclamation, past tense, present tense, progressive verbs, compound	Beginning to use: Consonant, vowel, word families, preposition, conjunctions, paragraphs, headings, sub headings, clause, subordinate clause	Able to use: Consonant, vowel, word families, preposition, conjunctions, paragraphs, headings, sub headings, clause, subordinate clause use and understand this grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<u>KPI</u> Increase confidence in indicating grammatical and other features by: <ul style="list-style-type: none"> start using commas after fronted adverbials 	commas for lists	Awareness of what a fronted adverbial is and how this appears in reading	When guided, shared, supported modelled, is able to use a fronted adverbial correctly	Children beginning to use a comma after an adverb at the front of a sentence with support
<u>KPI</u> aware of the indicating possession by using the possessive apostrophe with regular plural nouns	apostrophes for contracted forms and the possessive (singular)	Awareness of possession and the possessive apostrophe for regular plural nouns	Beginning to use possession and the possessive apostrophe for regular plural nouns	Can use possession and the possessive apostrophe for regular plural nouns
<u>KPI</u> using and punctuating direct speech		Aware of direct speech in reading and how it is punctuated	Aware of accurate punctuation of direct speech through guided and modelled writing	using and punctuating direct speech in independent writing but not accurately

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		28 objectives 19 KPI's covered	28 objectives 19 KPI's covered	28 objectives 19 KPI's covered

ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 3

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	ALL KPI's within 3.1 objectives	ALL KPI's within 3.1 objectives AND 85% of 9 remaining 3.1 objectives = 7 further objectives
Assessment Point 2	Below expected →	ALL KPI's within 3.2 objectives	ALL KPI's within 3.2 objectives AND 85% of 9 remaining 3.2 objectives = 7 further objectives

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Assessment Point 3	Below expected →	ALL KPI's within 3.3 objectives	ALL KPI's within 3.3 objectives AND 85% of 9 remaining 3.3 objectives = 7 further objectives
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	Below expected	At expected	Above expected
Whole child descriptor – end of Year 3 expectation	In discussions, beginning to adopt viewpoint, character and plot	Beginning to adopt viewpoint in class and own writing with discussion create settings, characters and plot when genre taught	Develop own and a character's viewpoint in discussion with peers create settings, characters and plot (when genre taught
	Spelling some year 2 words correctly	Spelling some year 3 high frequency words and most year 2 words	All year 1 and 2 words spelt correctly and then majority of year 4 words
	Independently demarking sentences with a capital letters and full stops and mostly correct use of exclamation marks and question marks	Most sentences demarcated correctly with a capital letter, full stop, exclamation mark, question mark	Demarcating most sentences with a capital letter, full stop, exclamation mark, question mark, commas in a list,
	With support commas in a list, apostrophe for contraction and singular possession	Some correct use of commas in a list, apostrophe for contraction and singular possession	Apostrophe for contraction and singular possession and the possessive apostrophe for regular plural nouns
	Some correct use of the possessive apostrophe for regular plural nouns	Some correct use of possession and the possessive apostrophe for regular plural nouns	Beginning to indicate possession for irregular plural nouns and nouns already ending in s
Recognise inverted commas for use in direct speech	using and punctuating direct speech in independent writing but not accurately	using and punctuating direct speech in independent writing sometimes accurate	

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	<p>With support group sentences to form a paragraph</p>	<p>Group sentences to form paragraphs around theme</p> <p>Within each paragraph there are some links made e.g. use of pronouns he, she, it</p> <p>Use headings and subheadings to group related material</p>	<p>With support begin to organise writing in to appropriate paragraphs (whole text/writing)</p> <p>Use of pronouns to avoid repetition e.g. he, she, we, us, they</p>
	<p>Using some expanded noun phrases to describe and specify</p> <p>Know what an adverb and preposition is and use them occasionally in their writing</p>	<p>able to elaborate and add detail - through expanded noun phrases</p> <p>Beginning to express time and cause with conjunctions when, that, because, or, but, adverbs, before, after, prepositions before, after</p> <p>Begin using fronted adverbials</p>	<p>Varied and rich vocabulary adjectives, precise nouns and verbs</p> <p>Express time and cause using a range of conjunctions- when, if, that, because, or, but if, while</p> <p>Use fronted adverbials</p>
	<p>Using coordination (or/and/but) with some subordination (when/if/that/because)</p>	<p>Using coordination (or/and/but)</p> <p>Able to use when, if, that, because, or, but when to extend sentences</p>	<p>Able to use a subordinate clause to start a sentence (use of comma may be inaccurate)</p>
	<ul style="list-style-type: none"> • Using present and past tense mostly correctly and consistently 	<ul style="list-style-type: none"> • Using present and past tense correctly and consistently • Begin to use the present perfect in contrast to past tense 	<p>Some correct use present perfect in contrast to past tense</p>
	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes spelling them correctly • Spelling many common exception words • Spelling some words with contracted forms • Adding suffixes to spell some words correctly in their writing (e.g.-ment, -ness, -ful, -less, -ly) <p>Using the diagonal and horizontal strokes needed</p>	<ul style="list-style-type: none"> • Spelling most common exception words Spelling words with contracted forms • Adding suffixes to spell some words correctly in their writing (e.g.-ment, -ness, -ful, -less, -ly) <p>Using the diagonal and horizontal strokes needed to join letters in most of their</p>	