Y3 Writing Assessment Statements Working at The Expected Standard Name: The pupil independently demonstrates the ability... Composition To show an increasing awareness of audience and purpose including writing to entertain, inform and persuade. To begin to use ideas derived from their own reading and modeled examples to plan and draft their writing. To use paragraphs to group related material. To begin to create settings, characters and plot in narratives. To ensure the main features of story structure are present – beginning, middle and clearly developed resolution. To begin to use structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate use of adventurous word choices to add detail and engage the reader (e.g. including adverbs to add detail to verbs) and some technical language appropriate to the text type is evident. To proof-read theirs and others' work to check for errors with increasing accuracy and make improvements Grammar To maintain correct tense (including the present perfect tense) throughout a piece of writing. To use inverted commas in direct speech. To use adverbs: then, next, soon, therefore To use prepositions: before, during, after, because of To begin to use conjunctions, adverbs and prepositions to show time, place and cause eg. when, so, before, after, while, because To use "a" or "an" correctly most of the time To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession. To use capital letters and full stops consistently. To use exclamation and question marks mostly accurately. To begin to show awareness of commas to mark phrases and clauses, as well as separating items in lists. Transcription To apply some of the spelling rules and guidance from English Appendix 1 (Year 3 and 4) accurately - including further homophones and possessive apostrophe. To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. To spell many words with suffixes correctly, e.g. usually, poisonous, adoration. To begin to spell homophones correctly, e.g see sea Handwriting is legible and consistent Use diagonal and horizontal strokes to join letters

Y3 Writing Assessment Statements Working at Greater Depth			
The pupil			
Shows an original style or "voice".			
Independently applies and uses their reading experiences as a model to their own writing.			
Shows clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience.			
Is able to make choices about the form their writing should take without the need for scaffolds.			
Deliberately makes conscious word choices around adverbs and prepositions for particular effect.			
Is capable of writing at length while maintaining a sense of audience, purpose and organisation.			
Is able to control subject verb agreement.			
Can independently write sentences with more than one clause, although these may remain uncontrolled.			
Applies some of the spelling rules and guidance from English Appendix 1 (Year3 and 4) accurately including further homophones and possessive apostrophe and starting to spell words that are exceptions to common spelling rules.			