

Year 3: Writing Assessment Grid

		Date/title/book:					
Name:							
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.						
	Write using a rich and varied vocabulary.						
	In narrative create simple settings, characters and plot.						
	Begin to use direct speech within narratives.						
	Use paragraphs as a way of grouping related material.						
	Evaluate the effectiveness of writing and suggest improvements.						
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).						
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so, because, although</i>).					
		Add detail and precision through expanding noun phrases using pre-modification (<i>secure and extend from Year 2</i>).					
		Use present and past tense correctly, including use of the present perfect instead of the simple past.					
		Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).					
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (<i>secure from Year 2</i>).						
	Use inverted commas to punctuate direct speech.						
	Use apostrophes for contraction and singular possession correctly (<i>secure from Year 2</i>).						
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 						
	Use and spell correctly many words from the Year 3 / Year 4 spelling list.						
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.						
	Use joined up writing consistently and independently.						