

## Year 3 Writing assessment:

Autumn	Words ending in le and al
	Spell words with prefixes un, dis, im
	Spell words with suffix -ful
	Spell words with the spelling pattern: -ous -ly
	Use the first letter of a word when using a dictionary to check spellings
	Use 'a' or 'an' correctly
	Identify and classify nouns to common or proper
	<b>Confidently use the full range of punctuation taught in Y2: . ? ! , (commas in a list)</b>
	<b>Use apostrophes for contraction and regular possession</b>
	<b>Expanded noun phrases with commas e.g. pretty, blue butterfly</b>
	<b>Express time, place and cause using conjunctions (when, before, after, while, so, because)</b>
	<b>Proof read and edit for improvements linked to taught spelling, punctuation and grammar</b>
	<b>Use known story structures to help plan and write own stories.</b>
	<b>Write using some features appropriate to the genre for example past tense in a recount, description in a</b>
<b>Use headings, subheadings, bullet points/numbers</b>	
Discuss and record ideas	
Proof read and edit for improvements linked to taught spelling, punctuation and grammar	
Use the diagonal and horizontal strokes that are needed to join letters	
Spring	Spell words with c spelt ch and sh spelt ch
	Spell words with the spelling pattern: -ture -ation -ion
	Select and use the correct homophones: no/know write/right where/wear meat/meet great/grate bear/bare break/brake week/weak
	Choose verbs for effect
	<b>Use an increasing range of sentence structures including simple, compound and complex</b>
	<b>Use adverbials to express time, place and cause.</b>
	<b>Use prepositions to add details to a noun to express place (before, next to, after, above)</b>
	<b>Place inverted commas around direct speech. Use punctuation before closing speech marks ? ! ,</b>
	Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Group sentences in to a paragraph about related information
Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant	
Summer	Spell further homophones and near homophones whether/weather ball/bawl not/knot plain/ plane scene/seen hear/here be/bee male/mail
	Spell words with prefixes and suffixes: Prefix: re anti super sub
	Spelling pattern: -ian
	Spell most year 3 common exception words
	<b>Confidently use the full range of punctuation taught: Capital letter, full stop, question mark, exclamation mark, commas in a list, punctuation around direct speech</b>
	Correctly use the present perfect form of verbs instead of the simple past.
	<b>Use the possessive apostrophe accurately in words with regular plurals E.G girls' boys'</b>
	Use headings, subheadings, bullet points/numbers
	Use progressively varied and rich vocabulary including synonyms and antonyms.
	<b>Organise writing into 3 paragraphs (beginning/introduction, middle, end/ conclusion)</b>
	<b>Draft and write by: progressively building a varied and rich vocabulary and an increasing range of sentence structures</b>
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
GDS	<b>Spell most year 3 common exception words</b>
	<b>Accurately use all taught punctuation</b>
	<b>Spell mostly accurately all words, spelling patterns, prefixes and suffixes taught</b>
	<b>Select language appropriate to the purpose</b>
	<b>Draw on their experiences and what they have read in their writing</b>

