

YEAR 3 Writing Assessment Checklist

Name:

Date:

Target:

Assessment:

ESSENTIAL NON-NEGOTIABLE FEATURES	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Writing makes sense – Must be clear and easily understood by the reader			
• Writing is neat – Must be clear, neat and legible			
• Writing has correct basic sentence punctuation – Must have capital letters and full stops			
• Writing meets its purpose – Must be of a style to match purpose and audience			
WORKING TOWARDS THE EXPECTED STANDARD (WT)	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks			
• Use commas in lists			
• Use sentences with different forms in their writing (statements, questions, exclamations and commands)			
• Use some expanded noun phrases to describe and specify			
• Use present and past tense mostly correctly and consistently			
• Use co-ordination (or/and) and some subordination (when/if/because)			
• Spell correctly some of the high frequency words and all those from the Year 2 list in their writing			
• Spell some words correctly with a contracted form (apostrophes)			
• Add suffixes to spell words correctly in their writing (-ment/-ness/-ful/-less/-ly)			
• Use diagonal and horizontal strokes to join some letters in their writing			
• Write capital letter 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			
WORKING AT THE EXPECTED STANDARD (E) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Describe settings and characters in some imaginative detail			
• Vary sentence structure, including use compound sentences containing two verbs of equal weight			
• Use co-ordinating and subordinating conjunctions consistently			
• Use different verb forms when referring to tense or subject mostly accurately			
• Differentiate consistently between first and third person			

• Begin to use paragraphs and sections to indicate changes in time, place or character			
• Use adverbs and adjectives to qualify verbs and nouns			
• Use the full range of punctuation taught in key stage 1 mostly correctly (full stops, commas in lists, question marks and exclamation marks)			
• Apostrophes to show possession mostly correct			
• Spell most common exception words and words with a contracted form (apostrophe) correctly in their writing			
• Spell most high frequency words and at least 50% of the words correctly from the Year 3/4 list in their writing			
• Write neatly, legibly and accurately showing some consistency of joins between letters			
WORKING AT GREATER DEPTH (GD) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Use some cohesive devices within/across sentences using more complex conjunctions (later, meanwhile, however, although etc.)			
• Begin to use alliteration and similes for emphasis and effect			
• Use synonyms and more interesting, ambitious and subject-specific words choices			
• Spell all high frequency words and at least 75% of the words on the Year 3/4 list in their writing			
• Write neatly, legibly and accurately usually maintaining a joined style			

Grading

Grade	1	2	3	4	5	6	7
Standard			Working Towards		Expected		Greater Depth

HIGH FREQUENCY WORD LIST

WT: Some Words

E: Most Words

GD: All Words

<i>above</i>	<i>children</i>	<i>high</i>	<i>paper</i>	<i>through</i>
<i>across</i>	<i>clothes</i>	<i>I'm</i>	<i>place</i>	<i>today</i>
<i>almost</i>	<i>coming</i>	<i>important</i>	<i>right</i>	<i>together</i>
<i>along</i>	<i>didn't</i>	<i>inside</i>	<i>round</i>	<i>told</i>
<i>also</i>	<i>different</i>	<i>jumped</i>	<i>second</i>	<i>tries</i>
<i>always</i>	<i>does</i>	<i>knew</i>	<i>show</i>	<i>turn</i>
<i>animal</i>	<i>don't</i>	<i>know</i>	<i>sister</i>	<i>under</i>
<i>any</i>	<i>during</i>	<i>lady</i>	<i>small</i>	<i>until</i>
<i>around</i>	<i>earth</i>	<i>leave</i>	<i>something</i>	<i>upon</i>
<i>asked</i>	<i>every</i>	<i>light</i>	<i>sometimes</i>	<i>used</i>
<i>baby</i>	<i>eyes</i>	<i>might</i>	<i>sound</i>	<i>walk</i>
<i>balloon</i>	<i>father</i>	<i>money</i>	<i>started</i>	<i>watch</i>
<i>before</i>	<i>first</i>	<i>morning</i>	<i>still</i>	<i>where</i>
<i>began</i>	<i>follow</i>	<i>mother</i>	<i>stopped</i>	<i>while</i>
<i>being</i>	<i>found</i>	<i>much</i>	<i>such</i>	<i>white</i>
<i>below</i>	<i>friend</i>	<i>near</i>	<i>suddenly</i>	<i>whole</i>
<i>better</i>	<i>garden</i>	<i>never</i>	<i>sure</i>	<i>why</i>
<i>between</i>	<i>goes</i>	<i>number</i>	<i>swimming</i>	<i>window</i>
<i>birthday</i>	<i>gone</i>	<i>often</i>	<i>there</i>	<i>without</i>
<i>both</i>	<i>great</i>	<i>only</i>	<i>their</i>	<i>woke</i>
<i>brother</i>	<i>half</i>	<i>opened</i>	<i>they're</i>	<i>word</i>
<i>brought</i>	<i>happy</i>	<i>other</i>	<i>think</i>	<i>work</i>
<i>can't</i>	<i>head</i>	<i>outside</i>	<i>those</i>	<i>world</i>
<i>change</i>	<i>heard</i>	<i>own</i>	<i>thought</i>	<i>write</i>

YEAR 3 SPELLING LIST

WT: Some Words

E: >50%

GD: >75%

<i>accident(ally)</i>	<i>difficult</i>	<i>important</i>	<i>possible</i>	<i>various</i>
<i>actual(ly)</i>	<i>disappear</i>	<i>interest</i>	<i>potatoes</i>	<i>weight</i>
<i>address</i>	<i>early</i>	<i>island</i>	<i>pressure</i>	<i>woman/women</i>
<i>answer</i>	<i>earth</i>	<i>knowledge</i>	<i>probably</i>	<i>days of the week</i>
<i>appear</i>	<i>eight/eighth</i>	<i>learn</i>	<i>promise</i>	
<i>arrive</i>	<i>enough</i>	<i>length</i>	<i>purpose</i>	<i>months of the year</i>
<i>believe</i>	<i>exercise</i>	<i>library</i>	<i>quarter</i>	
<i>bicycle</i>	<i>experience</i>	<i>material</i>	<i>question</i>	<i>UK countries and capitals</i>
<i>breath</i>	<i>experiment</i>	<i>medicine</i>	<i>recent</i>	
<i>breathe</i>	<i>extreme</i>	<i>mention</i>	<i>regular</i>	<i>numbers one to one thousand</i>
<i>build</i>	<i>famous</i>	<i>minute</i>	<i>reign</i>	
<i>busy/business</i>	<i>favourite</i>	<i>natural</i>	<i>remember</i>	
<i>calendar</i>	<i>forward(s)</i>	<i>naughty</i>	<i>sentence</i>	
<i>caught</i>	<i>fruit</i>	<i>notice</i>	<i>separate</i>	
<i>centre</i>	<i>grammar</i>	<i>occasion(ally)</i>	<i>special</i>	
<i>century</i>	<i>group</i>	<i>often</i>	<i>straight</i>	
<i>certain</i>	<i>guard</i>	<i>opposite</i>	<i>strange</i>	
<i>circle</i>	<i>guide</i>	<i>ordinary</i>	<i>strength</i>	
<i>complete</i>	<i>heard</i>	<i>particular</i>	<i>suppose</i>	
<i>consider</i>	<i>heart</i>	<i>peculiar</i>	<i>surprise</i>	
<i>continue</i>	<i>height</i>	<i>perhaps</i>	<i>therefore</i>	
<i>decide</i>	<i>history</i>	<i>popular</i>	<i>(a)though</i>	
<i>describe</i>	<i>imagine</i>	<i>position</i>	<i>thought</i>	
<i>different</i>	<i>increase</i>	<i>possess(ion)</i>	<i>through</i>	

Exemplification of Expected Standard for Year 3

Narrative

After reading 'The Disgusting Sandwich' by Gareth Edwards, pupils were asked to write their own version of the story, imitating the style of the original. In preparation, pupils devised a story map and discussed the ingredients they would choose to put in their most disgusting sandwich. This an extract from one story.

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.
"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~tuckity~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squishy marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there.
"Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some bins, ^{smelly dirty}

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squishy marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.