

Assessment Criteria

Writing Stage 3

Name:		Class:	Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:							
Transcription: Spelling									
1. Use further prefixes and suffixes and understand how to add them (<i>Sp 3:1-10; GH 3:1,2</i>)									
2. Spell further homophones (<i>Sp 3:17-20; GH 3:3,4</i>)									
3. Spell words that are often misspelt (<i>KW 3:1-3:3; GH 3:5,6</i>)									
4. Use the first two or three letters of a word to check its spelling in a dictionary (<i>GH 3:7,8</i>)									
5. Write from memory simple sentences that include words and punctuation taught so far (<i>Sp St 3; GH St 3</i>)									
Transcription: Handwriting									
6. Use the diagonal and horizontal strokes that are needed to join letters									
7. Increase the legibility, consistency and quality of their handwriting (<i>by ensuring that the downstrokes of letters are parallel and equidistant</i>)									
Writing: Composition									
8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and plans LKS2</i>)									
9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (<i>pupil prompts LKS2, GH 3:9-11</i>)									
10. Organise paragraphs around a theme (<i>text type prompts and plans LKS2</i>)									
11. In narratives, create settings, characters and plot (<i>text type prompts and plans LKS2</i>)									
12. In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and plans LKS2</i>)									
13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (<i>'up-stage' prompts LKS2</i>)									
14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (<i>'up-stage' prompts LKS2</i>)									
15. Proof-read for spelling and punctuation errors (<i>'up-stage' prompts LKS2</i>)									
16. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.									
Writing: Vocabulary, Grammar and Punctuation									
17. Extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i> (<i>GH 3:10,11,16,21</i>)									
18. Use the perfect form of verbs in contrast to the past tense (<i>GH 3:12-15</i>)									
19. Use conjunctions, adverbs and prepositions to express time and cause (<i>GH 3:16,-18,21</i>)									
20. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families (<i>GH 3:19,20</i>)									
21. Begin to identify main and subordinate clauses (<i>GH 3:21</i>)									
22. Indicate possession by using the possessive apostrophe with singular nouns and regular plurals (<i>GH 3:22,23</i>)									
23. Use inverted commas to punctuate direct speech (<i>GH 3:24,25</i>)									
24. Use and understand the grammatical terminology for Stage 3 (<i>Sp St 3; GH St 3</i>)									
1-6: St 3 emerging	7-12 St 3 developing	13-18 St 3 securing	19-24 St 4 ready						