

Year 3 Writing Assessment

HANDWRITING	
	<ul style="list-style-type: none"> • My handwriting is becoming increasingly legible and consistent. • I can use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters, when adjacent to each other, are best left un-joined.
COMPOSITION	
Purpose	<ul style="list-style-type: none"> • I am beginning to make the purpose of my writing clear. • I can often include the main features of a style of writing. • I am beginning to show some awareness of the reader.
Description	<ul style="list-style-type: none"> • In narrative writing, I can often create characters, settings and plot. • I am beginning to use a rich and varied vocabulary.
Cohesion	<ul style="list-style-type: none"> • I am beginning to make links between sentences within paragraphs (using conjunctions, pronouns, adverbs). • I am beginning to understand that a paragraph has one main idea which is usually explained further. • In non-narrative writing, I am beginning to use simple organisational devices (e.g. headings and subheadings).
Plan / draft / evaluate	<ul style="list-style-type: none"> • I can discuss examples of other people's writing. • I can discuss and record my ideas. • I can compose and rehearse sentences orally. • I can assess the effectiveness of my own and other's writing • I am beginning to suggest improvements (e.g. spelling and punctuation). • I can read my writing aloud to a group or the whole class with appropriate volume and beginning to use appropriate tone and intonation.
Vocabulary, Grammar and Punctuation	
Punctuation	<ul style="list-style-type: none"> • I often use capital letters, full stops, question marks and exclamation marks accurately. • I am beginning to use commas correctly • I am beginning to use inverted commas to punctuate direct speech.
Sentence construction	<ul style="list-style-type: none"> • I use simple sentences accurately. • I can use coordinating conjunctions (and, but, so) to extend my sentences. • I am beginning to use subordinating conjunctions correctly (when, if, because, although).
Vocabulary and grammar	<ul style="list-style-type: none"> • I am beginning to use fronted adverbials. • I am beginning to use nouns and pronouns appropriately for clarity and to avoid repetition. • I am beginning to use conjunctions, adverbs and prepositions to express time and cause.

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