



Y3 Writing Assessment

Spelling
<i>I can use the first 2 or 3 letters in a word to check its spellings in a dictionary</i>
<i>I can add suffixes to root words e.g. ing, ed, ous</i>
<i>I can add prefixes to root words e.g. dis, mis, in, re, sub and anti</i>
<i>I can recognise and spell the next 22 sets of homophones: pear /pair, weight/ wait and near homophones accept /except</i>
<i>I can spell words ending with -tion/ -sion / -cian/ -ssion</i>
<i>I can spell 75% of the words on the Year 3 and 4 word list</i>
Handwriting
<i>I can usually join my handwriting</i>
<i>I can write neatly and accurately usually using a joined style</i>
Grammar
<i>I can use a wider range of conjunctions e.g. if/when/ because/although/ however</i>
<i>I can write in complex sentences to clarify relationships between time and space e.g. meanwhile, while, after, until, following and during</i>
<i>I can use the Present Perfect form of verbs instead of the simple past e.g. I have seen three movies this week (The week is not finished yet) / I saw three movies last week (last week has finished)</i>
<i>I can ensure that my nouns and verbs agree most of the time</i>
<i>I can use adjectives and adverbs for description.</i>
<i>I can make a noun phrase by using one or two precise adjectives to describe a noun e.g. a loud wailing sound</i>
<i>I can use inverted commas correctly for direct speech</i>
<i>I know that each new speech is written on a new line</i>
<i>I am beginning to punctuate speech correctly e.g. using inverted commas, new line for a new speaker etc.</i>
<i>I can use most punctuation accurately: full stops and capitals, question marks, exclamation mark, commas and apostrophes</i>
Text Structure
<i>I can identify organisational and language features of a shared text e.g. headings, paragraphs, conjunctions and fronted adverbials</i>
<i>I can produce non-fiction writing using organisational features such as headings, sub-headings, captions and or bullet points</i>
<i>I can use paragraphing in narrative for a new location or event in a story</i>
<i>I can link and relate events including past, present and future sensibly e.g. afterwards, before also, after a while, eventually</i>
<i>I know the structure features of a variety of genre e.g. diary - date entry, first person, informal</i>
Composition
<i>I can compose sentences using a wider range of structures e.g. dialogue</i>
<i>I can adapt writing style for purpose e.g. show clear differences between formal and informal letters</i>
<i>My writing is interesting and beginning to show pace</i>
<i>I can edit and improve my work by checking for spelling, punctuation and grammar errors – making corrections</i>
<i>I can include details to add an element of humour, surprise or suspense</i>
<i>I can use more varied, interesting and ambitious vocabulary i.e. not technical vocabulary supplied by teacher</i>