

Year 3

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Is beginning to create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Punctuates sentences accurately using full stops, capital letters, exclamation marks and question marks. **(4)**
- Write a range of sentences using conjunctions to show cause and effect, *(because, although, so.)* **(11)**
- Some use of adverbs to convey time, place and manner. **(14)**
- Uses apostrophes consistently for contractions and possessive *(singular and plurals)* correctly 50% of the time. **(16)**
- Is starting to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Presentation of characters to interest the reader through use of some detail. **(22)**
- Uses simple organisational devices in non-narrative writing *(heading and sub-headings.)* **(24)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Can sometimes create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Some variety in subordinating conjunctions. Some use of *which, where, if, after, when* *(at least three different uses across a range of writing.)* **(13)**
- Some use of adverbs to convey time, place and manner. **(14)**
- Correct choice and consistent use of the present, past and perfect tense. **(15)**
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Is beginning to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group or whole lass, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Presentation of characters to interest the reader through use of some detail. **(22)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Term 3

KPIs Expected Standard (EXS)

- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas *(speech marks.)* **(12)**
- Uses adverbs to convey time, place and manner. **(14)**
- Is using inverted commas to punctuate direct speech with increasing accuracy. **(17)**
- Where appropriate, some commas mark phrases and clauses. **(18)**
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group or whole lass, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Include dialogue within writing, but punctuating direct speech with speech marks *(not always accurate,)* to begin to build a picture of character through what they say and how they say it. **(23)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Spelling – rules taught explicitly

- Uses further prefixes and suffixes and understand how to add them *(Appendix 1.)* **(6)**
- Starting to spell homophones correctly *(Appendix page 53.)* **(7)**
- Can spell most of the Year 1/2 statutory word list and some of the Year 3/4 words *(that have been taught)* correctly in writing *(Appendix 1.)* **(8)**
- Can find words in a dictionary using the first two letters to check meaning. **(9)**

Handwriting – ongoing

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Writing is mostly neat, well-spaced and generally of a consistent size. **(5)**
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. **(10)**

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.
- Make effective additions, revisions and proof-reading corrections to their own writing.

**\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

## Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Class Novels</u></b>  <b>Autumn Term:</b>                      Iron Man                      Running Wild</p> <p><b>Spring Term:</b>                      You're a bad man Mr Gum!                      Charlie Changes into a Chicken</p> <p><b>Summer Term:</b>                      There's a Pharaoh in the Bath!                      Max and Katie's Egyptian Adventure</p> <p><b><u>Optional Texts</u></b>                      Roald Dahl stories</p> <p>Charlotte's Web</p> <p>Midnight Fox</p> <p><b><u>Non-fiction</u></b>                      Range of high quality non-fiction including online and books</p>	<p style="text-align: center;"><b><u>Non-Chronological Report</u></b>  <b>Stone Age Life</b></p> <p><b>Expected Standard:</b>                      Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. <b>Complete as an information leaflet.</b></p> <p><b>Objectives:</b> 4, 24, 25</p> <p><b>Transform for GDS:</b>                      Change the form of the non-chronological report so there is a change in structure and language features e.g. <b>magazine article.</b></p> <p style="text-align: center;"><b><u>Recount</u></b>  <b>Daily life of a Stone Age man</b></p> <p><b>Expected Standard:</b>                      Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. <b>Write as a diary.</b></p> <p><b>Objectives:</b> 2, 4, 14, 25</p> <p><b>Transform for GDS:</b>                      Write same event in a different form e.g. <b>as a blog</b></p>	<p style="text-align: center;"><b><u>Persuasion</u></b>  <b>To visit Darlington</b></p> <p><b>Expected Standard:</b>                      Present a persuasive point of view in the form of a <b>letter</b>, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p><b>Objectives:</b> 2, 4, 11, 25</p> <p><b>Transform for GDS:</b>                      Change the viewpoint of the author, selecting vocabulary appropriately.</p> <p style="text-align: center;"><b><u>Narrative</u></b>  <b>The Snow Dragon</b></p> <p><b>Expected Standard:</b>                      To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. Changing the main event and the following sequence of events.</p> <p><b>Objectives:</b> 3, 22, 25</p> <p><b>Transform for GDS:</b>                      To write from the perspective of a chosen character.</p>	<p style="text-align: center;"><b><u>Explanation</u></b>  <b>The Rainforest</b></p> <p><b>Expected Standard:</b>                      Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p><b>Objectives:</b> 2, 15, 20</p> <p><b>Transform for GDS:</b>                      Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p> <p style="text-align: center;"><b><u>Non-Chronological Report</u></b>  <b>Animals of the rainforest</b></p> <p><b>Expected Standard:</b>                      Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. <b>Complete as a fact file page.</b></p> <p><b>Objectives:</b> 13</p> <p><b>Transform for GDS:</b>                      Change the form of the non-chronological report so there is a change in structure and language features e.g. <b>webpage</b></p>	<p style="text-align: center;"><b><u>Letter</u></b>  <b>Deforestation (The Vanishing Rainforest)</b></p> <p><b>Expected Standard:</b>                      Create a <b>formal letter</b> informing someone important.</p> <p><b>Objectives:</b> 14, 25</p> <p><b>Transform for GDS:</b>                      Transform the letter in to a <b>speech</b> to deliver to a group of peers informing them of the content written.</p> <p style="text-align: center;"><b><u>Poetry</u></b>  <b>Linked to the rainforest</b></p> <p><b>Expected Standard:</b>                      Create a <b>clerihew</b>, four lines in length including rhyming couplets (AABB). Ensure the subject of the poem is a character named on one of the lines. Focus on comic language. E.g.                      Mr Smith wears a wig,                      But for his head it's rather big.                      In windy weather he was careless. Now Mr Smith's head is hairless.</p> <p><b>Objectives:</b> 19, 21, 25</p> <p><b>Transform for GDS:</b>                      Vary the rhyme scheme to either ABCB or ABAB.</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>Expected Standard:</b>                      Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs. Complete as an adventure story</p> <p><b>Objectives:</b> 2, 3, 14</p> <p><b>Transform for GDS:</b>                      Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p> <p style="text-align: center;"><b><u>Instructions</u></b>  <b>Topic linked to mummification</b></p> <p><b>Expected Standard:</b>                      Write <b>multistep instructions</b> with a clear audience and for a given purpose ensuring that they could be followed.</p> <p><b>Objectives:</b> 14, 25</p> <p><b>Transform for GDS:</b>                      Explore a range of organisational devices to transform the instructions to create a page for a children's magazine.</p>	<p style="text-align: center;"><b><u>Recount</u></b>  <b>Daily life of a child in Egypt</b></p> <p><b>Expected Standard:</b>                      Write a recount in the 1st person with a clear audience and form e.g. an eye witness report based on a book read.</p> <p><b>Objectives:</b> 18</p> <p><b>Transform for GDS:</b>                      Transform the recount, writing it as a non-chronological report including the layout, structural and language features.</p> <p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>Expected Standard:</b>                      Write a story where dialogue is the drive to move the story on. Complete as a fantasy story.</p> <p><b>Objectives:</b> 17, 23</p> <p><b>Transform for GDS:</b>                      Revise the dialogue to provide strong characterisation.</p>

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.