

Year 3 Writing Assessment Framework



Working Towards the expected standard (b/b+)			
To use a modelled planning format (imitation).		To write by using a similar writing style from another authors and talk about improvements using examples from other writers.	
To demonstrate some understanding of purpose and audience.		To proof read writing for errors.	
To use the correct tense with few errors.		To use inverted commas for speech with few errors.	
To use a range of punctuation including .A!?, ' in most sentences.		To extend sentences with more than one clause by using conjunctions for, and, nor, but, or, yet, so.	
To spell some words with prefixes.		To spell some words with suffixes.	
To spell most Y2 spellings including common exception words.		To use joined cursive handwriting.	
Working At the expected standard (w/w+)			
To draft and write using a given structure. To use paragraphs to organise a text.		Draft and write non-narrative material using headings and sub-headings to organise texts.	
Draft and write narratives, creating settings, characters and plots.		To proof read, evaluate and edit theirs and others' writing for errors and make improvements.	
To use a range of punctuation including .A!?, ' consistently in sentences.		To use inverted commas for speech.	
Use conjunctions, adverbs and prepositions to express time and cause.		To use subordinate clauses in their writing with a wider range of conjunctions when, if, because.	
To use the correct tense including the use of present perfect verbs.		To spell some Year common exception words.	
To use 'a' or 'an' correctly, depending if the next word is a consonant or a vowel.		To begin to spell homophones correctly.	
To use joined cursive handwriting consistently.			
Working AT Greater Depth from the expected standard (s/s+)			
To write with a clear understanding of purpose and audience.		Draft and write non-narrative material using headings, subheadings and developed paragraphs.	
Draft and write narratives, creating settings, characters and plots with consideration of the audience.		To evaluate the effectiveness of their writing and propose improvements to vocabulary and grammar for effect.	
To change the position of the subordinate clause within a sentence for effect.		To punctuate direct speech accurately.	
To make specific choices of vocabulary, grammar and punctuation for effect.		To use a range of conjunctions both subordinating and coordinating.	
Spell most Y3 common words.		To use a range of prepositions that show time and place such as before, after, during, in and because.	