

## Y3 Writing Assessment

Grammar		Spelling and Handwriting		Writing Process	
	I am beginning to use a wider range of conjunctions to change my sentences (when, before, after, while, so, because, although).		I can spell common words correctly.		I am beginning to rehearse my writing orally to help me use a more varied vocabulary and a wider range of sentence structures.
	I am beginning to show when, where or how something happened using adverbs (then, next, soon, therefore, finally).		I am beginning to use my phonics and my knowledge of prefixes and suffixes to help me spell words.		I am beginning to evaluate how effective my writing is and suggest improvements.
	I am beginning to show when, where or how something happened using prepositional phrases (before dark, during break, in the cave, because of Jim).		I am beginning to use my knowledge of root words to help me spell words correctly.		I am beginning to proof read my work to check my spelling and punctuation is correct.
	I am beginning to use fronted adverbials.		I am beginning to spell a range of homophones correctly (there/their/they're, hear/here, to/too/two).		I am beginning to use a dictionary to check my spelling.
	I am beginning to expand my noun phrases by using modification before the noun and prepositional phrases after the noun.		I am beginning to spell words with unusual graphemes (the 'ay' sound spely 'ei', 'eigh', 'aigh' or 'ey' and the 'i' sound spelt 'y')		
	I am beginning to change my verbs to show different tenses in my sentences (past, present, progressive and perfect)		I am beginning to use a/an correctly.		
	I am mostly using standard English instead of local dialect for my verbs (we were instead of we was, I did instead of I done).		I am nearly always using joined up writing.		
			I am beginning to spell some of the Year 3/4 spellings correctly.		
Punctuation		Writing Composition		Structure and Organisation	
	I am beginning to use speech marks and punctuate them correctly (" ").		I am beginning to think about the reader and purpose of my writing and show this in the words I choose.		I am beginning to create settings, characters and plot in my stories.
	I nearly always use capital letters, full stops, question marks and exclamation marks correctly (A.?!)		I am beginning to show that I understand what the main features of different genres of writing are.		I am beginning to use different features to organise my non-fiction writing (headings, sub headings, bullet points).
	I am beginning to use apostrophes to show plural possession.		I am beginning to use a varied vocabulary that fits in with the purpose and genre of my writing.		I am beginning to use paragraphs in my work.
	I am beginning to use commas after fronted adverbials.				I am beginning to use pronouns and nouns across different sentences to avoid repetition and help my writing to flow.