

Assessment

Year 3 Autumn Term - Entering

I am a Clever Writer Assessment sheets link directly to the Progression of Skills Document and cover:

- Handwriting
- Spelling
- Planning, Composition and Editing
- Grammar and Punctuation

Identifies termly expectations, allowing a teacher to track ARE throughout the year.

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Repeated meta-analyses have identified several factors that are positively linked to teaching pupils to write effectively:

- “Knowing the relevant curriculum tasks, assessments and activities
- Knowing pupils’ misconceptions and sticking points.”

Autumn Term – Year 3 Entering

For the exclusive use of

Handwriting						
Use the diagonal and horizontal strokes that are needed to join letters.						
Planning, Composition and Editing						
Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.						
Use a class story map (with pictures) to plan the order of my story.						
Use the class story map to share sentences that may be included in my story.						
Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a rich and varied vocabulary.						
Make corrections, revisions and additions.						
Read aloud writing, to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						
Grammar and Punctuation						
Understanding what a noun, adjective, verb, adverb means.						
Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.						
Use a comma to separate adjectives when describing a noun.						
Use similes to add description to my writing.						
Use powerful verbs to make my writing more interesting.						
Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.						
Use adverbs of manner as openers (fronted adverbials)						
Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).						
Use a comma before some co-ordinating conjunctions (or, but, so)						
Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)						
Use prepositions to express place.						
Use a question in a non-fiction introduction.						
Use a colon before a list in instructional writing (what you need:)						
Use tense accurately most of the time.						
Use verb tenses correctly most of the time (was/were) (is/are).						
Use of a comma to list expanded noun phrases.						
Use show don't tell to convey a character's emotions.						
Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.						
Spelling						
address	answer	appear	arrive	breath	breathe	build
busy	calendar	complete	consider	continue	decide	different
describe	early	earth	excise	experiment	extreme	February
forward	fruit	group	heard	heart	history	imagine
increase	important	interest	island	learn	natural	often
perhaps	popular	possible	promise	quarter	question	recent
regular	reign	remember	straight	strange	surprise	forwards

The statements in **bold** are Key Indicator Statements and must be secure.