



YEAR 3 WRITING ASSESSMENT FRAMEWORK



Pupil name:		Class and year:	Evidence and notes
C o r e t a r g e t s	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader with support (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <i>*Drawing on wider reading as an influence on their writing style is push for GD</i>		
	With support, I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using first person in a diary; using direct language in persuasion) <i>*Managing shifts extremely effectively between levels of formality is push for GD</i>		
	I can use devices to build cohesion (e.g. conjunctions, pronouns) within paragraphs		
	With support, I can use verb tenses mostly consistently within a paragraph of writing		
	I can use the range of punctuation taught at KS1 mostly correctly (e.g. capital letters, full stops, question marks, exclamation marks) With support, I can correctly use commas in lists and apostrophes for contractions and possession <i>*Mindful application of this punctuation to enhance the clarity of writing is push for GD</i>		
	I can describe settings and characters in narratives		
	With support, I can integrate dialogue in narratives to advance the action <i>*Distinguishing between the language of speech and writing and choosing the appropriate register is push for GD</i>		
	With support, I can mostly consistently punctuate direct speech correctly (speech marks, comma before speech marks, punctuation before final speech marks, etc.)		
	I can spell correctly half the words from the year 3/year 4 spelling list		
	I can use the diagonal and horizontal strokes that are needed to join letters and with support, understand which letters, when adjacent to one another, are best left unjoined to increase consistency and legibility of handwriting		
S u p p o r t i n g T a r g e t s	I can plan and develop my ideas for writing, drawing on research and experiences with support.		
	I can begin to proofread, edit and re-draft my work with adult prompting during the writing process.		
	With support, I can organise my work appropriately for the text type, keeping my reader firmly in mind (for example, paragraphs, headings and bullet points)		
	I can identify word families showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble		
	With support, I can use expanded noun phrases to add detail, qualification and precision		
	With support, I can use adverbs to add detail, qualification and precision		
	I can add the suffix -ly and recognise exceptions e.g. happily, gently, basically		
	I can mostly accurately distinguish between half the homophones on the Year 3/4 list.		
	I can spell words with the ou sound e.g. young, touch, double, trouble, country		
	I understand the meaning and can spell words with the prefixes: - in, - re, - un, - dis, - mis, - il, im		
I can use the first two or three letters of a word to check its spelling in a dictionary			

