



Year 3 Writing Assessment (Statements)

Name:		Class:	
Writing - Composition			
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.			
I can use direct speech in stories on that develops characters.			
I am beginning to use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.			
I can draft and write descriptive work that creates settings, characters and plots.			
I can proof read my writing for spelling and use of punctuation.			
I can use headings and sub-headings.			
I can read my work to others with confidence.			
I can vary my vocabulary and sentence structure to make my writing interesting for the reader.			
Writing – Grammar (sentence structure)			
I can mark and edit work to have the correct tense throughout.			
I can use the correct form of the verb inflection we were instead of we was.			
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.			
I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.			
I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.			
I can use a relative clause using: who/which/whose/ that, effectively.			
Writing - Punctuation			
I can mostly use correctly	Inverted commas		
	Full stops, question marks, exclamation marks		
	Commas (in a list)		
I can make some correct use of	Full punctuation for direct speech (including a new line for a new speaker)		
	Apostrophes (for contractions only)		
	Commas (to mark clauses and to mark off relative clauses)		
I can use the full range of punctuation above mostly correctly.			
Writing - Spelling			
I can spell most words correctly (Year 3 expectations)			
I make very few mistakes in my spelling (Year 3 expectations)			
Writing – Handwriting			
I can maintain legibility and fluency in handwriting through choosing whether or not to join specific letters.			

For **S** to be achieved children have to show that they are able to achieve all the statements written in black.

For **S+** to be achieved children have to show that they are able to achieve all the statements written in **black and purple**.



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