

Year 3 Writing Assessment Expected Standard (EXS)

Year 1 core content		Year 2 core content		Text type					
Sit correctly at a table and hold a pencil correctly and comfortably.		Uses capital letters accurately							
Separate words with spaces.		Uses full stops accurately							
Show some awareness of capital letters and full stops in their own writing.		Uses ? accurately							
Identify a subject, verb, object in a sentence.		Uses ! accurately							
		Use coordinating conjunctions (and, or, but)							
Content and assessment criteria									
Year 3 Autumn									
Word	Accurately uses the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]								
	Applies the correct form of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]								
Sentence	Uses conjunctions of time at the start of a sentence.								
	Use a variety of coordinating conjunctions throughout the piece or writing. (For, and, nor, but, or, yet. So)								
Text	Begins to group sentences with line spacings to form basic paragraphs								
	Uses the progressive form of the verb in the present and past tense accurately to mark actions in progress [for example, she was drumming, he is shouting].								
Punctuation	Uses commas after fronted adverbials mostly correctly								
	Attempts to use inverted commas, with an awareness of other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]								
Handwriting	Sometimes uses diagonal and horizontal strokes to join letters								
	Words are spaced appropriately and letters are appropriately sized.								
Composition	Edits spellings and punctuation errors independently								
	Write for the correct purpose throughout the piece								
	In narrative create a descriptive setting and character using a range of adjectives								

Year 3 Spring									
Word	Can form nouns using a range of prefixes [for example super-, anti-, auto-]								
Sentence	Uses adverbs of time to explain when, how long and how often [for example, then, next, soon, therefore], followed by an appropriate subordinate clause.								
	Uses prepositions for time [for example, after, at, before, by, during, in, on, since, until, because of] followed by an appropriate subordinate clause.								
Text	Some awareness that paragraphs are groups of sentences on a theme								
	Is beginning to use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]								
Punctuation	Accurately uses apostrophes for contractions								
	Some accurate use of inverted commas to punctuate direct speech								
	Uses apostrophes to mark singular possession in nouns [for example the dog's bowl]								
Handwriting	Maintains a consistent approach to letter formation [for example, by ensuring that the downstrokes of letters are parallel and equidistant]								
	lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].								
Composition	Edits work making independent changes to vocabulary to improve quality								
	Proof reads work, identifying and self-correcting spelling and punctuation errors								
Year 3 Summer									
Sentence	Accurately extends a sentence through use of appropriate main and subordinate clauses (A mouse ran across my bed, while I was sleeping) (A mouse ran across my bed, so I jumped up)								
	Evidence of swapping the order of the clauses with deliberate intent.								
Text	Writing is organised so that sentences are grouped together and spaced into a simple paragraph structure.								
	Accurately uses the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]								
Punctuation	Shows awareness of how to use apostrophes to mark plural possession [for example, the girl's name, the girls' names]								
	Uses inverted commas to accurately show the spoken word in a sentence								
Handwriting	Maintains a consistent and legible handwriting style throughout the piece of writing								
	Is mostly consistent in their application of joins (i.e. always joins er and sh)								
Composition	In narrative maintain an effective plot which engages the reader.								
	In non-narrative use appropriate organisational devices, such as headings, subheadings								