



Writing Assessment Tracking – Year 3

Skills demonstrated across a range of age appropriate genres.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing.	In narratives, simple settings, characters are independently created along with a coherent plot.	In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue.
	Present perfect form is starting to be used when scaffolded (e.g. He has gone out to play vs. He went out to play).	Where appropriate the present perfect is used instead of the simple past.	Some playing with grammar and devices beyond their PoS is evident.
	Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible.	Common exception words set out in Y3 Appendix 1 are spelt correctly	Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.
	Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.	More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).	Spelling is mostly accurate, including that of more ambitious vocabulary choices.
	Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.	The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).	Handwriting is increasingly legible and consistent, including fluent joining.
	Writing is checked for errors in spelling, grammar and punctuation and meaning.	Handwriting is legible with increasing consistency when joining.	Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.
	With support simple improvements to grammar and vocabulary in others' writing are suggested.	Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.	
Spring	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	In non-narratives, related information is starting to be presented together when scaffolded.	In non-narratives, paragraphs are beginning to be used to group information and related material.	In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion.
	Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing.	Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.	Some playing with grammar and devices beyond their PoS is evident.
	Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible.	Common exception words set out in Y3 Appendix 1 are spelt correctly	Writing shows conscious independent choices around adverbs and prepositions for particular effect.
	Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.	More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).	Spelling is mostly accurate, including that of more ambitious vocabulary choices.
	Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.	The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).	Handwriting is increasingly legible and consistent, including fluent joining.
	Writing is checked for errors in spelling, grammar and punctuation and meaning.	Handwriting is legible with increasing consistency when joining.	Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.
	With support simple improvements to grammar and vocabulary in others' writing are suggested.	Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.	
Summer	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Direct speech is used in a simple way.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	Writing uses a range of sentences with different structures & functions.	Common punctuation is almost always accurate. Some use of inverted commas is used indicate direct speech.	Some playing with grammar and devices beyond their PoS is evident.

Tenses are chosen accurately and used consistently.	Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).	Writing maintains tense, with the writer independently switching tense where appropriate (e.g. flashback).
Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.	Tense choice is accurate and maintained.	Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted)
Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible.	Some grammar errors are self-corrected at the redrafting stage.	Spelling is mostly accurate, including that of more ambitious vocabulary choices.
Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.	Common exception words set out in Y3 Appendix 1 are spelt correctly	Handwriting is increasingly legible and consistent, including fluent joining.
Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.	More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).	Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.
Writing is checked for errors in spelling, grammar and punctuation and meaning.	The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).	
With support simple improvements to grammar and vocabulary in others' writing are suggested.	Handwriting is legible with increasing consistency when joining.	
	Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.	

Composition	Grammar & Punctuation	Spelling	Handwriting	Proof Reading	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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