Writing Assessment Grid – Year 3
Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name																	
Transcription - handwriting																	
I can use the diagonal and horizontal strokes that are needed to join letters.	1																
I can join my writing legibly and know which letters are best left unjoined.	2																
My writing is a consistent size.	3																
Composition																	
I can discuss models of the text I intend to write, and explain the purpose, structure, grammatical features and use of vocabulary e.g. non-chronological report, instructions.	4																
I can compose sentences which develop ideas in a logical sequence: oral rehearsal is used to support this.	5																
I can write a narrative with some description of the setting and characters.	6																
I can write non-fiction texts using simple organisational devices e.g. sub-headings in a non-chronolgical report, numbered steps in instructions.	7																
I am starting to use paragraphs to organise my writing.	8																
I can suggest improvements to my writing and that of my friends using what I know about the grammar and organisation of the text type.	9																
I can re-read my writing to make corrections to my spelling or punctuation so as to make my meaning clear to the reader.	10																
Vocabulary, grammar and punctuation																	
I can use a variety of sentences with more than one clause by using a wider range of subordinating conjunctions e.g. when, if, because.	11																
I can identify the main clause and the subordinate clause in the sentences I write.	12																
I can use adverbials and prepositions to express time and cause e.g then, next, soon; before, after, during.	13																
I always use apostrophes correctly to show missing letters and singular possession e.g. they're, a boy's bike.	14																
I am beginning to use inverted commas to punctuate direct speech.	15																
I use 'a' or 'an' correctly in my writing.	16																
I use nouns and verbs which agree in my writing e.g. a man <u>was</u>, the children <u>were.</u>	17																
I choose interesting vocabulary to add interest and avoid repetition.	18																

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Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

I always use capital letters and full stops accurately to demarcate sentences.	19																
Name																	
Transcription – spelling																	
I can spell words with additional prefixes and suffixes and understand how to add them to root words e.g. form nouns using 're', 'anti', 'in'.	20																
I can recognise and spell additional homophones, for example – he'll, heel, heal.	21																
I can use the first two or three letters of a word to check its spelling in a dictionary.	22																
I can spell word families correctly, for example – invent/ invention.	23																
I can spell identified commonly misspelt words from the Year 3 and 4 word list.	24																
I can identify the root in longer words e.g. subheading.	25																
Greater Depth targets																	
I use adjectives and adverbs confidently to make sure that my writing is lively and interesting.	26																
I use powerful verbs to add impact and suggest how the characters in my stories are feeling.	27																
I am beginning to use sentences which begin with a subordinate clause or an adverb in order to add drama or interest to my writing.	28																
My choices of vocabulary are always appropriate for the text-type I am writing (instruction, recount, non-chron report).	29																
My writing is usually organised into paragraphs which group ideas or themes effectively.	30																
I can use apostrophes for contraction and speech marks accurately in my writing.	31																
I am beginning to use commas after fronted adverbials or to separate subordinate clause openers.	32																
Score																	
Stage judgement																	