

End of Year 3

WRITING - Recording Grid using Statutory Interim TA framework criteria

Please indicate in the A,B,C & D boxes which genre has been used, the location of the work and the date.

(At least one of the pieces needs to be a narrative.)

Working towards the expected standard

Name:	A	B	C	D	collection
Pupil(s) are beginning to meet the following aims with support in some of their writing:					
To use ideas from own reading and modelled examples to plan writing.					
To demonstrate some understanding of purpose and audience (although this may not be sustained)					
To create settings, characters and plot in narratives.					
To begin to use structure of a wider range of text types (including the use of simple layout devices in nonfiction e.g. Headings and Subheadings).					
To proof-read theirs and others' work to check for errors with increasing accuracy and make improvements.					
To make deliberate ambitious word choices to add detail e.g. powerful verbs, technical language & synonyms for 'said'.					
To begin to perform own compositions using the appropriate tone and volume to the class.	n/a	n/a	n/a	n/a	n/a
To use a full range of punctuation from previous year groups.	Full stops and capital letters (KS1)				
	Question marks (KS1)				
	Exclamation marks (KS1)				
	Commas to separate items in a list (KS1)				
	Apostrophes for contractions (KS1)				
Apostrophes for possession (singular) (KS1)					
To maintain the correct tense throughout a piece of writing.					
To use the perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours.					
To use inverted commas in direct speech (with increasing accuracy).					
To identify and write sentences with main and subordinate clauses.					
To begin to create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until & in case.					
To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.					
To spell some words with suffixes correctly, e.g. usually, poisonous, adoration etc.					
To use the first two letters of a word to check its spelling in a dictionary.					
To apply all spelling rules from the KS1 guidance within the English Appendix 1.					
To begin to form and use the four basic handwriting joins in a legible style.					

Working at the expected standard

Name:		A	B	C	D	collection
Pupil(s) are beginning to independently apply their knowledge in many instances.						
To use ideas from own reading and modelled examples to plan writing.						
To demonstrate an increasing understanding of purpose and audience.						
To use the structure of a wider range of text types (including the use of simple layout devices in non-fiction e.g. Headings and Subheadings).						
To proof-read theirs and others' work to check for errors with increasing accuracy and make improvements.						
To make deliberate ambitious word choices to add detail e.g. powerful verbs, noun phrases, technical language & synonyms for 'said'.						
To create settings, characters and plot in narratives.						
To start to organise writing into paragraphs around a theme.						
To perform own compositions using the appropriate tone and volume to the class.						
To use a full range of punctuation from previous year groups.	Full stops and capital letters (KS1)					
	Question marks (KS1)					
	Exclamation marks (KS1)					
	Commas to separate items in a list (KS1)					
	Apostrophes for contractions (KS1)					
Apostrophes for possession (singular) (KS1)						
To maintain the correct tense throughout a piece of writing.						
To use the perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours.						
To use inverted commas in direct speech.						
To identify and write sentences with main and subordinate clauses.						
To create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until & in case.						
To begin to identify and use prepositions for where e.g. above, below, beneath, within, outside & beyond.						
To begin to identify and use adverbs e.g. suddenly, silently, soon & eventually.						
Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel e.g. a car, an awful day.						
To understand how to place the apostrophe in words with regular plurals e.g. girls', boys'.						
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.						
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration etc.						
To begin to spell homophones correctly, e.g. which and witch.						
To use the first two letters of a word to check its spelling in a dictionary.						
To spell some of the Year 3 and 4 statutory spelling words correctly.						
To form and use the four basic handwriting joins in a legible style.						

Working at greater depth within the expected standard

Name:		A	B	C	D	collection
Pupil(s) are confidently and independently able to apply their knowledge in most of their writing:						
To use ideas from own reading and modelled examples to plan writing.						
To demonstrate an increasing understanding of purpose and audience.						
To use the structure of a wider range of text types (including the use of simple layout devices in non-fiction e.g. Headings and Subheadings).						
To proof-read theirs and others' work to check for errors with increasing accuracy and make improvements.						
To make deliberate ambitious word choices to add detail e.g. powerful verbs, noun phrases, technical language & synonyms for 'said'.						
To create more developed settings, characters and plot in narratives.						
To organise writing into paragraphs around a theme.						
To perform own compositions using the appropriate tone and volume to the class.		n/a	n/a	n/a	n/a	n/a
To use a full range of punctuation from previous year groups.	Full stops and capital letters (KS1)					
	Question marks (KS1)					
	Exclamation marks (KS1)					
	Commas to separate items in a list (KS1)					
	Apostrophes for contractions (KS1)					
Apostrophes for possession (singular) (KS1)						
To maintain the correct tense throughout a piece of writing.						
To use the perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours.						
To use inverted commas in direct speech with accuracy and consistency.						
To identify and write sentences with main and subordinate clauses.						
To accurately create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until & in case.						
To identify and use prepositions for where e.g. above, below, beneath, within, outside & beyond.						
To identify and use adverbs e.g. suddenly, silently, soon & eventually.						
Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel e.g. a car, an awful day.						
To understand how to place the apostrophe in words with regular plurals e.g. girls', boys'.						
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.						
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration etc.						
To spell many homophones correctly, e.g. which and witch.						
To use the first two letters of a word to check its spelling in a dictionary.						
To spell many of the Year 3 and 4 statutory spelling words correctly.						
To form and use the four basic handwriting joins in a legible style.						