Year 3 Writing Overview of Objectives

Y3 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	• Write for a range of real purposes and audiences • Decisions should underpin the form the writing should take						
Tense	• Use past and present tense consistently			✓	✓	✓	✓
	• Confident use of progressive form of verbs			✓	✓		✓
	• Some use of the present perfect form of verbs			✓	✓	✓	✓
Appropriate vocabulary and grammatical structures	• Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)		✓	✓	✓	✓	✓
	• Effective use of statements, exclamations, questions and commands						
Level of detail	• Expanded noun phrases used to add description and detail to create characters, setting and plot		✓				
	• Use a varied and rich vocabulary	✓		✓	✓		
	• Adverbs and prepositions to express time, place and cause	✓	✓	✓	✓	✓	
Cohesive devices Logical sequence of events	• Write a full sequence of events (dilemma/conflict/resolution)						
	• Sequence ideas or events: ○ Maintaining form e.g. bullet points, headings ○ Using adverbs and prepositions			✓	✓	✓	✓
	• Use pronouns to extend and link sentences						
Text structure and organisation	• Select relevant content	✓				✓	
	• In non-narrative material, group related ideas in paragraphs	✓				✓	
	• In narrative write an opening paragraph and further paragraphs for each stage						
Punctuation	• Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list						
	• Mostly accurate use of apostrophes for contracted forms and possession						
	• Some use of inverted commas to punctuate direct speech	✓	✓	✓	✓		
Transcription	• Most KS1 common exception words are spelt correctly						
	• Full range of spelling rules and patterns in appendix 1 for Y1/2						
	• Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix						
	• Use a/an accurately		✓			✓	
Edit and Evaluate	• Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary						
Proof-read	• Proof-read for spelling and punctuation						