

# William Westley Assessment Grids -Year 3

	Autumn	Spring	Summer
<u>Text Types:</u>			
<u>Targets:</u>			

## ACROSS A RANGE OF TEXT TYPES

	Standard	Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Mastered	15/15 M(a)	1) Use a range of <b>adjectives and adverbs</b> to describe a character's personality <i>The furious witch shouted angrily</i>	3) Independently make some <b>improvements</b> to own writing based on grammar and punctuation rules in Y3.	4) With guidance, use new <b>paragraphs</b> to signal changes of time, place, topic or speaker  Begin to use <b>fronted adverbials of</b>	8) Use the <b>present perfect</b> instead of the simple past <i>He has gone out to play rather than He went out to play</i>			9) Many correct uses of <b>apostrophes for the possessive (singular)</b> <i>the girl's bag</i>	12) When using <b>-ly</b> and <b>-ally</b> suffixes: <i>change y to i happy to happily</i> <i>change -le to -ly gentle to gently</i> <b>add -ally to -ic endings</b> <i>basic to basically</i>
	10/15 M(b)								
	5/15: M(c)	2) Use <b>expanded noun phrases</b> to describe a setting <i>A deep, cold forest</i>		7) Mostly correct use of pronouns to avoid repetition <i>e.g. he, she, they</i>				11) Consistent use of <b>inverted commas</b>	14) Spell half of the words from the <b>Year 3 and 4 spelling word list</b> (see National Curriculum, pp64)
								15) Use joined handwriting.	

Standard		Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Secure	18/22 S(a)	1) Describe a character using <b>expanded noun phrases</b> with appropriate punctuation <i>his long, grey beard</i>  2) Some use of well- chosen verbs and adverbs	3) Make some <b>improvements</b> to Y3 grammar and punctuation after discussing it with a partner	4) Separate sections of nonfiction using <b>subheadings</b> with adult guidance  5) Begin to express time, place or cause using <b>prepositions</b> <i>before after during</i>  6) Begin to use <b>pronouns</b> to avoid repetition <i>she he they we us</i>	7) Consistent use of the same tense throughout a piece of writing	8) Recognise a main clause as containing a subject and a verb.  9) Use co-ordinating conjunctions to join main clauses <i>[FANBOYS]</i>  10) Use subordinating clauses	11) Understand and correctly use singular and plural forms. <i>fox – foxes</i> <i>mouse- mice</i>	12) Most sentences have correctly placed <b>-capital letters</b> <b>-full stops (3 errors in an extended piece)</b> <b>-capital letters for proper nouns</b>  13) Use <b>commas</b> in a list  14) Use <b>question</b> and <b>exclamation marks</b> correctly  15) Some use of <b>inverted commas</b> to punctuate direct speech. <i>e.g. "Let me out" she screamed.</i>  16) Many correct uses of: <b>apostrophes for contracted form</b> ( <i>I'm, I'll</i> )  17) and for <b>singular possession</b> ( <i>the dog's bone</i> )	18) Use a range of <b>prefixes</b> in writing <i>anti- anti-clockwise; auto- autograph; im- impossible re- reappear</i> <i>sub- subheading super- supermarket</i>  19) Use the suffix <b>-ly</b> to form adverbs ( <i>completely, sadly</i> ) and suffixes <b>-less; -ment; -ness; -ful</b>  20) Begin to use a selection of spelling rules and words from the <b>Year 3 and 4 spelling rules and spelling list</b> (see National Curriculum, pp59-65)  21) Learn how to use a dictionary  22) Join most letters using consistent sizing
	14/22 S(b)								
	9/22 S(c)								
Developing	24/27 D(a)	1) Write simple, coherent narratives (fiction or non-fiction)  2) Write about real events.	3) Some <b>expanded noun phrases</b> (adjective + noun) <i>the blue butterfly</i>  4) Some powerful verb choices  5) Begin to use adverbs  6) Begin to use adverbials of time ( <i>then, after, next</i> )	7) Make <b>corrections</b> when given nonspecific guidance <i>Could you use a different punctuation mark here?</i> <i>How did we learn to spell this word?</i> <i>[Pink for Think]</i>	8) Use <b>present and past tense verbs</b> mostly correctly and consistently <i>runs / ran goes / went</i>	Learn how to punctuate sentence forms: 9) <b>statements</b> <i>It was raining.</i> 10) <b>questions</b> <i>Where was she?</i> 11) <b>exclamations</b> <i>What a rainy day!</i> 12) <b>commands</b> <i>Open the door.</i>  Join ideas using: 13) some <b>subordination:</b> <i>when if because</i>  14) some <b>coordination:</b> <i>or and but so</i> <i>The pool is closed so we will go to the park.</i>	15) <b>capital letters</b>  16) <b>full stops</b>  17) Use <b>question marks</b> correctly when required  18) Some correct use of <b>exclamation marks</b>  19) <b>Capital letters</b> mostly used correctly for: a) a person's name b) the name of a place c) days of the week d) the personal pronoun 'I'	20) Using knowledge of <b>phonics</b> to <b>spell many</b> words correctly  21) Spell <b>many common exception words</b> (see National Curriculum, p58)  22) Spell <b>some</b> words with <b>contracted forms</b> <i>can't didn't it's hasn't I'll</i>  23) Spell some common <b>homophones</b> (National Curriculum, p58)	24) <b>Begin</b> to join some letters  25) Write capital letters and digits the right <b>size</b> compared to lower case letters  26) Lower case letters are oriented (placed) correctly  27) Use <b>spacing</b> between words that reflects the size of the letters
	16/27 D(b)								
	9/27 D(c)								

