

Writing Assessment Grid – Year 3
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																			