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| **Non-negotiables (key stage 2): Year 3** * **use capital letters for names of people, places, day of the week and the personal pronoun ‘I’.**
* **correctly use question marks and exclamation marks.**
* **use commas to separate items in a list.**Image result for self assessment smiley faces
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| **Working towards the expected standard** | **Working at the expected standard** | **Surpassing – Working at greater depth** |
| **Bronze writer (b)** | **Silver writer (b+)** | **Gold writer (w)** | **Ruby writer (w+)** | **Emerald writer (s)** | **Diamond writer (s+)** |
| Write for different purposes, after discussion with the teacher. | Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting | Openings and closings are signalled in a range of writing. | Choose some words or phrases showing an awareness of the reader. | Use precise and ambitious vocabulary. | Use elements of an increasing range of language appropriately, to the purpose of the writing. |
| Build up a sequence of relevant events with a simple conclusion or appropriate ending. | Brief comments, questions about events or actions suggest viewpoint. | Main features of selected form signalled to the reader, including use of language, structure and purpose. | Plan writing through discussion and use of exemplars in order to understand and learn from its structure, vocabulary and grammar. | Across a range of writing show main features of narrative and non-narrative structure to organise ideas and events. | Across a range of writing sustain writing style through longer pieces of writing and show evidence of a sustained viewpoint. |
| Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks. | Simple text structure with an attempt to organise related ideas in sections or paragraphs. | Begin to organise related ideas in sections or paragraphs | Draft and write by composing and rehearsing sentences orally (including dialogue). | Use some variety in length, subject or structure of sentences. | Within paragraphs/sections, some links between sentences. |
| Use some expanded noun phrases to describe and specify. | Use some ambitious vocabulary. | Use headings and sub-headings appropriately to support organisation of information | Able to spell some homophones. | Across a range of writing inter-relate beginning, middle and ending of texts. | Develop characterisation and/or setting by including: detail; speech; description of setting; feelings or motive. |
| Use present and past tense mostly correctly and consistently. | Show some consistency with the use of the first and third person. | Express time, place and cause using conjunctions, adverbs or prepositions. | Able to spell words with the prefixes dis-, mis-, in-, and im-. | Able to spell a range of prefixes. | Across a range of writing include detail to add an element of humour, surprise or suspense. |
| Use co-ordination and some subordination. | Use adverbs to modify verbs. | Begin to use inverted commas to punctuate direct speech. | Able to spell verbs with irregular tense changes. | Able to spell: words ending in –ssion, and –cian.  | Spell many words correctly (year 3 and 4). |
| Spell many words with contracted forms. | Begin to use a range of past tense forms) to support sequencing and chronology. | Spelling some words correctly (Year 3 and 4). | Able to spell words ending in –tion, and –sion. | Use of commas after fronted adverbials and after subordination. | Able to spell a range of homophones or near- homophones. |
| Correct use and spelling of pronouns. | Begin to use commas after simple fronted adverbs. | Spelling of the days of the week and months of the year is accurate (including use of capital letters). | Identify and use expanded noun phrases to add interest and detail. | Use inverted commas more accurately to punctuate direct speech including some evidence of ‘new speaker/new line’. | Use a range of adjectives and adverbs across fiction and non-fiction. |
|  | Show evidence of correct spelling of prefixes and suffixes. |  | Use a wider range of conjunctions. | Produce neat, legible, joined handwriting. | Able to spell possessive apostrophes with plural words. |
|  |  |  | Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvement. |  | Tense choice generally appropriate to task including some use of modals. |
|  |  |  |  |  | Show increased ability to self-correct spelling errors by proof reading; using word banks and dictionaries. |



**Composition Grammar and Punctuation Spelling Handwriting**