

Year 3 - Teacher Assessment Framework for Writing

Working towards the expected standard	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> • write a sequence of sentences to form a narrative for a range of purposes • use some of the main features of a genre • describe settings and characters
Transcription	<ul style="list-style-type: none"> • use different forms of sentences (command, exclamatory, question, statement) • use a range of conjunctions (for co-ordination and subordination) • use capital letters, full stops and commas (in a list), mostly correctly • some use of exclamation sentences, questions marks and apostrophes to show the contracted form • spell most words correctly* (years 1 and 2) • spell some words correctly (year 3) • produce legible handwriting, sometimes joined
Working at the expected standard	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes • use some of the main features of a genre to organise ideas • use some expanded noun phrases and subordinate clauses to describe and specify • begin to use a range of devices and techniques to describe settings and characters (alliteration, similes, metaphors and personification)
Transcription	<ul style="list-style-type: none"> • by beginning to paragraph as a way to group related material • using present and past tense correctly and consistently • using coordination and subordination • using a range of conjunctions and choice of pronouns to maintain clarity and avoid repetition • using capital letters, full stops, commas, exclamation marks, question marks and mostly correctly • using apostrophes (to indicate possession and contraction), sometimes correctly • punctuating direct speech mostly accurately • spelling most words correctly* (years 3 and 4) • using legible handwriting that includes taught joins • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using spacing between words that reflects the size of the letters
Working at greater depth	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes
Transcription	<ul style="list-style-type: none"> • using the full range of punctuation taught at Key Stage 1 correctly and punctuation taught in Year 3 mostly correctly • using a range of cohesive devices within and across sentences and paragraphs to maintain clarity and avoid repetition • using and punctuating direct speech accurately within a narrative • by beginning to use a wider range, and more considered vocabulary choices for effect and impact • <i>[No additional requirements for spelling]</i> • <i>[No additional requirements for handwriting]</i>

