



Writing assessment framework Y3

Working towards the expected standard	
• write for a range of purposes	
• use some expanded noun phrases to describe	
Use past and present tense mostly correctly.	
Use co-ordinating conjunctions (and, but, or) and some subordination (when, if, because)	
Demarcating most sentences with capital letters and full stops with some use of question marks and exclamation marks used mostly correctly.	
Use sentences of different forms in their writing (statements, questions, commands and exclamation).	
• spell correctly most words from the year 1 and 2 spelling list and some correctly from the year 3/4 spelling list. Make phonically plausible attempts at others.	
• Use joined handwriting.	
Write capital letters of the correct size in comparison to each other and lowercase letters.	
Working at the expected standard	
• begin write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) with some errors.	
use paragraphs to organise ideas around a theme mostly correctly.	
• in narratives, describe simple settings and characters using a range of devices (eg. Expanded noun phases and adverbials of manner)	
in non-narrative material, begin to use simple organisational devices [for example, headings and sub-headings]	
• use a range of devices to build cohesion within and across paragraphs. Co-ordinating conjunctions Wider range of subordinating conjunctions (when, if, because, although) Adverbials of time and place	
• use verb tenses mostly correctly throughout their writing	
• can use a range of punctuation mostly correctly (full stops, questions marks, exclamation marks, commas for lists and apostrophes for contraction.) Begin to use speech marks and apostrophes for possession.	
• spell correctly most words from the year 3/4 spelling list.	
• maintain legibility in joined handwriting when writing at speed.	
Working at greater depth	
use paragraphs to organise ideas around a theme with only occasional errors.	
Select vocabulary for purpose with the audience in mind. (e.g. sprinted instead of ran).	

Use full stops, questions marks, exclamation marks, apostrophes for contraction, speech marks, apostrophes for possession and commas after a fronted adverbial precisely with only occasional errors.	
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