

Name		Class of	
Writing: Year 3			
Statements	6-9	10-17	18-21
Attainment	Year 3 Entering	Year 3 Developing	Year 3 Secure



Writing assessment: 21 statements 7 KPIs		
1	Can produce work which is organised (simple opening and ending), imaginative and clear.	
2	Can usually join handwriting.	
3	<u>Can use the chosen form consistently, including basic text features.</u>	
4	Can adapt the chosen form to the audience (e.g. provide information about the characters and setting, make a series of points).	
5	<u>Can use interesting and ambitious words sometimes (these should be words not usually used by a child of this age and technical words used in a taught context e.g. volcano, evaporate).</u>	
6	Can develop and extend ideas logically in a sequence of sentences (may still be overly detailed or brief).	
7	<u>Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).</u>	
8	Can usually use correct grammatical structures in sentences (verbs and nouns agree generally).	
9	Can use pronouns appropriately to avoid awkward repetition of nouns.	
10	<u>Can use most punctuation accurately, including at least 3 of the following; full stop and capital letter, question mark, exclamation mark, comma (list), apostrophe (contraction).</u>	
11	Can structure and organise work clearly (e.g. beginning, middle, end, dialogue structure).	
12	Beginning to use paragraphs.	
13	Can adapt form and style for purpose (e.g. formal or informal tone, abbreviated sentences in notes or diaries).	
14	<u>Can use fronted adverbials to open sentences (On the way, Above me, Later that day,).</u>	
15	<u>Can use adjectives and adverbs for description.</u>	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (only sometimes for emerging) and most of the Y3 high frequency words and Y3 words in the NC appendix 1.	
17	<u>Can develop characters and describe settings, feelings and/or emotions.</u>	
18	Can link and relate events, including past, present and future (afterwards, before, also, after a while, eventually).	
19	Can attempt to give opinion, interest or humour through detail.	
20	If appropriate, can use generalising words for style (e.g. sometimes, never, always, often, mainly, most) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain).	
21	Beginning to develop a sense of pace (lively and interesting).	