

Year 3 Writing Assessment Indicators

Secure in the standard & Moving beyond the standard

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Year 3 | Writing Indicators

Teacher Guidance

How to use the indicators

The PiXL Year 3 Writing Assessment Indicators focus on certain key aspects of writing outlined in the National Curriculum for the specific purpose of supporting teachers to identify strengths and weaknesses in pupils' writing skills throughout Key Stage 2. Additionally, they will allow teachers to plan effectively and ensure that the correct indicators are met where relevant. They do not cover all of the content of the National Curriculum, but allow pupils to embed the writing skills expected of them outlined within it whilst enabling them to develop the skills which are required of writers at the end of Key Stage 2.

There are two standards of indicators within each year group, *Securing the standard* and *Moving beyond the standard*. Each standard provides a clear set of 'pupil can' statements against which teachers can assess pupils. A pupil working at *Secure in the standard* should be able to evidence all the statements across a range of writing, unless they have a particular (and clearly documented) weakness in a specific area. Pupils working at *Moving beyond the standard* may not evidence all the statements in their entirety although pupils should be able to demonstrate that they are consistently meeting most of them in their daily writing.

Teachers should base their judgement on a broad range of evidence, which will come from day-to-day writing in the classroom. This should include work in curriculum subjects other than English, although a pupil's work in this subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements but to meet the standard a pupil must be able to write in a range of forms and for a variety of purposes.

Teachers should be confident that pupils have met the standard preceding the one at which they judge them to be working. The End of Key Stage 1 TAF should be referenced for pupils not yet working at the Y3 standard.

Child as a writer

Year 3 and Year 4 pupils should be able to demonstrate the characteristics below across all writing, and in response to a range of text types, to be judged as secure in the standard:

Can express their preferences for writing

Can write independently

Can generate a range of ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit

Can compose and rehearse sentences orally (including dialogue)

Can write whole and part texts with fluency and stamina

Can discuss their writing outcomes and their effect on the audience

Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Can evaluate and discuss themselves as a writer

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Secure in the standard

The pupil can:

Composition – overall effect

Write effectively and coherently for different purposes, showing an awareness of the reader in the vocabulary and grammar of their writing

- in narrative: clearly describe characters or settings, show evidence of an effective plot, use paragraphs to clearly show different elements of the required narrative
- in non-narrative: use the correct technical language to suit the requirement of the text, use simple organisational devices (e.g. headings, sub-headings, captions, bullet points)

Sustain writing across a whole text using appropriate language choices e.g. story-telling language, informality in diary writing, or specific technical vocabulary for an instruction or explanation text

Composition – sentences

Vary sentence structure by using more than one clause and a range of conjunctions to extend sentences

- Secure use of co-ordinating conjunctions from KS1– and/but/or
- Use of some other co-ordinating conjunctions – for/so
- Secure use of subordinating conjunctions – when/if/because
- Use of some other subordinating conjunctions– although/before/since/while

Vary sentence structure by using a variety of sentence openers

- Express time, place and cause using conjunctions (e.g. when, while, so, because)
- Adverbs (e.g. today, next, soon, therefore)
- Prepositions (e.g. before, after, during, in)

Show simple cohesion within sentences using pronouns and proper nouns

James was running towards the elephants at the zoo because they were his favourite.

Show consistent and correct use of tense throughout a piece of writing

Use precise adjectives for description in noun phrases

Use the present perfect form of verbs rather than simple past where appropriate to suit the genre of writing e.g. *I have tried/I tried*

Use *a* or *an* correctly in front of a noun phrase

Punctuation (using mostly correctly):

Use the basic punctuation taught at Key Stage 1 mostly correctly

- Capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences

Use commas to separate items in a list

Use commas to demarcate adverbs at the beginning of sentences

Use apostrophes to show omission or singular possession

Use some speech punctuation correctly

- Inverted commas to indicate direct speech:
“He told me that was the way to do it” suggested Barney, “but it wasn’t right” replied Jason.

Spelling

Spell some words correctly from the Y3/4 statutory spelling word list

These are on page 16 in the PDF version of Appendix 1 from the English programmes of study: Key stage 1 and 2 in the National Curriculum in England.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf#page=16

Spell many words with prefixes and suffixes correctly

- dis- re- in- mis- sub-
- -ful -less -ly -ment -ness

Spell common homophones correctly

- there/their/they’re, your/you’re, are/our

Begin to spell Y3/4 homophones correctly

- e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether

All the homophones highlighted for Y3/4 are on page 15 in the PDF version of Appendix 1 from the English programmes of study: key stage 1 and 2 in the National curriculum in England.

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Handwriting

Use the diagonal and horizontal strokes that are needed to join letters

- understand which letters should be left unjoined

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Moving beyond the standard

The pupil can:

Composition – overall effect

Edit and improve writing following supportive feedback from an adult

The writer can use verbal or written feedback which uses grammatical terminology to make improvements to enhance the effect on the reader.

The elephant ran around the paddock. Can an adverb/adverbial of manner improve this?

Full of beans, the elephant ran around the paddock.

Make ambitious word choices to engage and affect the reader

The writer can use a range of ways to show accuracy beyond secure in the standard.

- Begin to use accurate and ambitious expanded noun phrases for precise description
- Use verbs to show a higher degree of accuracy or enhance meaning: *he walked/he ambled/he marched*
- Use a list of adjectives/adverbs/prepositions around an object to give more detail

The immaculate, beautifully covered book about animals on the savannah ...

Begin to use a topic sentence to introduce a paragraph in non-fiction writing e.g.:

The writer uses the first sentence to summarise what will be covered in the rest of the paragraph.

Non-chronological report: *On the Year 3 trip to London, there are many places the children visit during the day.*

Balanced argument: *There are many reasons why people are in favour of animals being kept in zoos.*

Composition – sentences

Consistently show a wide range of sentence types to show an effect on the reader

The writer uses a range of sentences that changes the effect of a piece of writing to emphasise previous details.

More than ever before, the day went quickly. Too quickly.

She won the race. Not only that, but she broke the world record, which had stood for ten years. Ten years!

Use fronted adverbials to introduce the beginning of sentences

The writer replaces adverbs at the start of sentences with adverbial phrases to engage the reader.

Speedily, the children moved towards the house. (Using adverbs)

At speed and in stealth mode, the children moved towards the house. (Using adverbial phrases)

Show clear cohesion between sentences and paragraphs

The writer can use a combination of proper nouns and pronouns to describe a character in a narrative.

James was running towards the forest. Happily, he knew that he was going to be safe under the canopy of trees.

Thankfully, his home wasn't far away. It would be a welcome sight.

The writer can use adverbs/adverbial phrases of time/manner to join information written in paragraphs.

Early on the second day, the children woke up from their first night on HMS Belfast in London. Once awake and dressed, they headed to the upper deck to have breakfast. They couldn't wait to see what was on offer.

Arriving in the mess hall, the Year 3 children saw that it was bacon sandwiches and were delighted.

Punctuation

Use a comma after a fronted adverbial

Use speech punctuation mostly correctly

The writer uses the correct forms of beginning and end punctuation within inverted commas whilst showing awareness of a new line for a new speaker.

Spelling

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Handwriting

Use neat, joined handwriting consistently

- maintain legibility, fluency and speed