## Assessment Criteria

### Writing Stage 3

**Essential entry level to Stage 3 (Y3):**

Assessed work should be written independently (unsupported) in one or two sittings and edits should be child-initiated.

<table>
<thead>
<tr>
<th>Can produce at least half a side of A4 writing that is clear and coherent with one or more strong features.</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

**Most elements of stage 2 must be evident.** 2-4 pieces to be assessed.

### Transcription: Spelling

1. Use further prefixes and suffixes and understand how to add them eg super-, anit-, auto- [GH 3:1,2] evidence must be seen within the written texts chosen to assess

2. Evidence in written work that some words from the Y3.4 spelling list are used correctly within written work and most words from the KS1 list are spelt correctly HFW

3. Spell further homophones (Sp 3:17-20; GH 3:3,4) now know, there their, where were

4. Use the form a and an according to whether the next word begins with a consonant or vowel eg a box, an open box

### Transcription: Handwriting

5. Use the diagonal and horizontal strokes that are needed to join letters in a cursive style (unless the child has a barrier due to poor motor skills). Most handwriting is cursive

### Writing: Composition

6. Begin to use paragraphs to organise written work around a theme. In non-narrative material, using simple organisational devices such as headings and sub-headings ([text type prompts and plans LKS2](#))

7. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements to grammar, vocabulary, spellings and punctuation independently ([‘up-stage’ prompts LKS2](#)) Evidence of self-editing needed within written work

8. Use expanded noun phrases by adding adjectives, nouns and prepositions eg the strict maths teacher, with curly blonde hair, was ...

### Writing: Vocabulary, Grammar and Punctuation

**Use and understand the grammatical terminology** for Stage 3

9. **Full stops and capital letters, must be mainly correct.**

10. **To use commas in a list correctly.** Use commas to separate a clause

11. **To use apostrophes in contractions to mark a missing letter** eg I’ll, we’ll

12. **To use apostrophes for possession and understand that apostrophes are NOT USED in plural words** eg the girl’s bags

13. **Extend the range of sentences with more than one clause by using a wider range of conjunction, coordinating and subordinating to support the use of complex sentence structure e.g.** BOYS (but, or, yet, so) when, but, because, although (GH 3:10,11,16,21)

14. **Use the perfect form of verbs in contrast to the past tense** (GH 3:12-15) eg he has gone out to play, contrasted with he went out to play. **Mainly the correct tense use through the text and a variety of verb forms attempted eg progressive and prefect**

15. **Use adverbs and prepositions to express time and position** eg when, before, after a while, after that, because (GH 3:16,18,21) under, below, behind

16. **Begin to use main and subordinate clauses (GH 3:21). Evidence in Grammar Hammer work and grammar lessons.**

17. **Use inverted commas** to punctuate direct speech (GH 3:24,25) Must be assessed within an extended written piece of work in more than one piece.

18. **Learn and understand the grammar and grammatical terminology for Stage 3.4: (Y3:inverted commas, preposition, conjunction, prefix, direct speech, consonant, vowel, inverted commas) Y4: determiner, pronoun, adverbial, suffix**

### Completed the entry level

<table>
<thead>
<tr>
<th>2+ St3R ready</th>
<th>4+ St3E emerging 25%</th>
<th>10+ St 3D developing 60%</th>
<th>14+ St 3S secure 80%</th>
<th>15+ exceeding S4R ready 85%</th>
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