

Year 3 Assessment

Original Integra Objectives	Example
Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, instructions, poetry
Use 'a' or 'an' correctly	
Use a range of subordinating and coordinating conjunctions for time and cause. ** Subordinating and coordinating to be taught separately.**	Subordinating - as, before, until, so, while, Coordinating – because, and, but, so
Use a range of adverbs.	Soon, now, later, then, today, excitedly, sadly
Use a range of prepositions for place	under, above, along, on, between, across
Create plots in narratives with a clear opening, build up, dilemma, resolution, ending	
Create settings that are appropriate for the type of story/ effect	stories set in space, the jungle, a new world; create mystery, suspense, humour
Describe characters in narratives	e.g. through the use of dialogue
Use the present perfect form of verbs	He had left that morning... She has baked cakes for years... They have moved to France.
Use a range of coordinating and subordinating conjunctions accurately to form a variety of compound and complex sentences	but, so, yet, although, while, as, because
Use paragraphs to group related ideas	
Use a range of organisational features in fiction and non-fiction	headings and sub headings, columns, logical sequencing, captions
Use commas in lists, apostrophes for contractions and singular possession	
Demarcate direct speech with inverted commas (speech marks)	
Consistently use features of standard English and explore when non-standard English could be used	correct verb choices (we were, I did etc.)
Use nouns and pronouns to aid cohesion within sentences	Tom ran...he felt...the lad was exhausted...
Use a dictionary	by 1st and 2nd letter

Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations	
Proof read and edit their writing	
Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	
Spell many words from the Y3 word list and use these accurately in their writing	see CLF list (from NC list)
Meet Y3 expectations from the chosen spelling scheme	
Use legible, joined writing consistently	
<p style="text-align: center;">Working at Greater Depth</p> <p style="text-align: center;">Achieve ARE objectives securely plus have evidence of the following mostly correct:</p>	
GD1 Begin to demarcate speech with all necessary punctuation	commas after the reporting clause, ! And ? Where needed
GD2 Understand the concept of a main and subordinate clause	main: She decided to rescue the prince... sub: ...although the dragon was dangerous
GD3 Begin to use commas to separate main and subordinate clauses	Although the dragon was dangerous, she decided to rescue the prince.
GD4 Secure use of paragraphing	
GD5 Write effectively for a range of purposes and audiences	
GD6 Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading	
GD7 Consistently use editing and revising strategies to improve the quality and accuracy of their writing	
GD8 Consistently use vocabulary from across the curriculum in their writing	
GD9 Consistently apply Y3 spelling expectations across their writing	

Spell the Year 3 words from the word list
 Use all Year 3 punctuation consistently and accurately
 Use a range of adverbs for time, cause and place
 Consistently use a range of co-ordinating and subordinating conjunctions

Meet expectations of the Y3 spelling programme
 Use simple paragraphs
 Use simple, progressive and perfect forms of verbs
 Use direct speech, correctly punctuated

Composition

- Compose and rehearse sentences orally, including dialogue before writing
- Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
- Consistently use the language features of narrative
e.g.
 - use of speech
 - power of three
(She leapt over the gate, across the field and into the barn.)
- Consistently use the language features of non-fiction
e.g.
 - technical language
 - precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)
- Use figurative language e.g.
 - similes (He was like an angry dragon.)
 - alliteration (the deadly dragon let out a flurry of ferocious flames.)