

Hexton JMI: example of writing at the expected standard for year three

Mostly accurate spellings.

The Steel Man came to the top of the cliff. Where did he come from? Nobody knows.

Preposition used to explain position.

Adverbs give more information about verbs

Taller than a pylon, the Steel Man stood at the top of the cliff, on the very edge, in the pitch black

Conjunctions : and, but, although, because, if.

Although he was silent, the wind whistled in his steel plates. His huge ~~steel~~ head, shaped like a bucket but

as big as a car, slowly turned to the right, slowly turned to the left. His

Expanded noun phrase.

steel ears turned. He was listening to the sea. His eyes like giant lamps, glowed white, then red then infrared,

Past and present tense mostly use correctly.

looking for the sea. ~~Never before had the Steel Man seen the sea.~~

Handwriting cursive.

He swayed in the powerfull wind that pressed against his back. He swayed forward, on brink of the cliff. And his enormous steel right foot, lifted - up,

out into space and the Steel Man stepped forward off the cliff, into

nothingnes.

Use of all punctuation taught so far is accurate.

Text still very close to the model text.

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 3

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives[†]
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly[^]
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words^{*}
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

Year 3

Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative[†]
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly[^] (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,^{*} using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words^{*}
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.²

Year 3

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).