



LHPSN Year 3 Writing: Teacher Assessment Framework



Children demonstrating the criteria:

- Some of the time (less than 60%) are 'Working towards the expected standard'.
- More often than not (60%+) are 'Working at the expected standard'.
- Most of them time (85%+) are 'Working at greater depth within the expected standard'.

Working towards the expected standard: Success Criteria		Date	Date	Date	Date	Date	Date
I can use a range of punctuation sometimes correctly:	Full stops and capital letters						
	Question marks and exclamation marks						
	Commas in a list						
	Apostrophes for contraction						
I can sometimes organise writing into paragraphs correctly.							
I can correctly form some of my capital letters and digits.							
I can use tenses sometimes correctly and consistently.							
I can use some coordinating conjunctions (f/a/n/b/o/y/s)							
Form lower-case letters in the correct direction, starting and finishing in the right place.							
Form lower-case letters of the correct size relative to one another in some of their writing.							

Working at the expected standard: Success Criteria		Date	Date	Date	Date	Date	Date
I can write for a range of purposes.							
I can organise my writing into paragraphs many times correctly.							
I can describe settings and characters using expanded noun phrases.							
I can build cohesion within and across paragraphs using the following many times correctly:	Co-ordinating conjunctions. e.g. for, and, nor, but, or, yet, so (f/a/n/b/o/y/s).						
	Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since.						
	Adverbials - include how the verb happened. eg I crept slowly through the woods.						
	Pronouns to avoid repetition. e.g. Jon kicked the ball and he scored.						
I can use a range of punctuation many times correctly:	Full stops and capital letters.						
	Question marks and exclamation marks.						
	Commas in a list.						
	Inverted commas for direct speech.						
	Apostrophes for contractions.						
	Apostrophes for singular possession.						
Commas for clauses.							
Commas for fronted adverbials.							
I can use tenses many times correctly and consistently.							
I can use a dictionary to check the spelling of uncommon or more ambitious words.							
I can write neatly and legibly with joined letters							

<i>Working greater depth within the expected standard: Success Criteria</i>		Date	Date	Date	Date	Date	Date
<i>I can use a range of punctuation mostly correctly:</i>	<i>Full stops and capital letters.</i>						
	<i>Question marks and exclamation marks.</i>						
	<i>Commas in a list.</i>						
	<i>Inverted commas for direct speech.</i>						
	<i>Apostrophes for contractions.</i>						
	<i>Apostrophes for singular possession.</i>						
	<i>Commas for clauses.</i>						
	<i>Commas for fronted adverbials.</i>						

<i>Common Exception Word Log:</i>	
<i>I can spell *some/many/most of these words (*delete as applicable).</i>	<i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, w.man/w.omen</i>