

Standards in Writing : YEAR THREE

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

| Standard | Cognitive Challenge | Nature of Progress | Typically Pupils Will... | Predominant Teaching Style |
|---|---|-------------------------|--|----------------------------|
| Working Towards Expected Standard (WT) | Low level cognitive demand. Involves following instructions. | Acquiring | name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise. | Modelling Explaining |
| Working at Expected Standard (WA) | Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making. | Practising | apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare. | Reminding Guiding |
| Exceeding/Working in Greater Depth | Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers. | Deepening Understanding | solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove. | Coaching Mentoring |

Assessment criteria for Writing: YEAR THREE

Note: Independently or ‘without support’ means – Choosing to by oneself not when asked.

| Learning Objective | Key Milestone Indicator(s) | Working Towards The Expected Standard <small>Some evidence of some of the WA indicators</small> | Working At The Expected Standard (WA) <small>Most of the following features will be seen.</small> | Exceeding The Expected Standard/Greater Depth (Exc) <small>All of the following features will be seen.</small> |
|-----------------------------------|--|--|--|---|
| Composition | | | | |
| To write with purpose | Use the main features of a type of writing (identified in reading). | Expected standard has not been met | Writing frames or similar support are used. | The main features of the type of writing are applied. |
| | Use techniques used by authors to create characters and settings. | | When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen. | Character descriptions include some character traits. Descriptions of settings include an attempt to capture or suggest mood. |
| To use imaginative description | Create characters, settings and plots. | | When help is provided, basic characters, settings and plots are developed. | Characters, settings and plots are generally well developed to create a coherent narrative. |
| | Use alliteration effectively. | | When encouragement is given, alliteration is used. | Alliteration is used effectively. |
| | Use similes effectively. | | When encouragement is given, similes are used. | Similes are used effectively. |
| | Use a range of descriptive phrases including some collective nouns. | | When encouragement is given, some descriptive phrases are used. | Some descriptive phrases, including the use of collective nouns are included. |
| To organise writing appropriately | Use organisational devices such as headings and subheadings. | | When writing frames or similar support are provided, organisational features are used. | Organisational devices are used effectively. |
| | Use the perfect form of verbs to mark relationships of time and cause, for example, present perfect: She has arrived. Past perfect: By the time we arrived at the party, it had ended. Future perfect: By the time we arrive, the party will have ended. | | When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs. | The perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example, (She has become; Over the years she became; By the time she was eleven she had become.) |
| | Use connectives that signal time, shift attention, inject suspense and shift the setting. | | When a framework or examples are provided, connectives are used. | When a framework or examples are provided, connectives are used. |

| Learning Objective | Key Milestone Indicator(s) | Working Towards The Expected Standard Some evidence of some of the WA | Working At The Expected Standard (WA) Most of the following features will be seen. | Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen. |
|--------------------------------|--|--|--|--|
| To use paragraphs | Organise paragraphs around a theme. | Expected standard has not been met | Paragraphs focus on a theme. | Paragraphs are well organised around a theme. |
| | Sequence paragraphs. | | An attempt to create a logical sequence for paragraphs can be seen. | Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence. |
| To use sentences appropriately | Use a mixture of simple, compound and complex sentences. | | Writing includes a mixture of sentence types. | An effective mixture of sentence types is used. |
| | Write sentences that include: conjunctions, adverbs, direct speech; are punctuated correctly; use clauses and adverbial phrases. | | Some of the features listed are used in writing. | Most of the features listed are used in writing. |
| Transcription | | | | |
| To present neatly | Join letters, deciding which letters are best left un-joined. | Expected standard has not been met | Writing is beginning to be joined appropriately. | Writing generally shows appropriately and consistently joined letters. |
| | Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. | | Writing is beginning to show parallel downstrokes and appropriate spacing. | Writing generally shows accurate spacing and well-formed letters. |
| To spell correctly | Use prefixes and suffixes, and understand how to add them. | | Some prefixes and suffixes are used. | Prefixes and suffixes are often used. |
| | Spell homophones correctly. | | Some homophones are used correctly, while others may be misused. | Most homophones are used correctly. |
| | Spell correctly often misspelled words. | | Spell correctly often misspelled words | Spell correctly often misspelled words |
| | Place the possessive apostrophe in words with regular and irregular plurals. | | The possessive apostrophe is used for regular plurals. | The possessive apostrophe for both regular and irregular plurals is used. |
| To punctuate accurately | Use commas after fronted adverbials. | | Sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.) | Fronted adverbials are correctly punctuated. |
| | Use and punctuate direct speech. | | Direct speech is contained within speech marks (inverted commas). | Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.") |

| Learning Objective | Key Milestone Indicator(s) | Working Towards The Expected Standard Some evidence of some of the WA indicators | Working At The Expected Standard (WA) Most of the following features will be seen. | Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen. |
|----------------------------------|---|---|--|--|
| Analysis and Presentation | | | | |
| To analyse writing | Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause. | Expected standard has not been met | The use of Year 3 terminology is growing and applied in most cases. | The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used. |
| To present writing | Read aloud to a group or whole class, using appropriate intonation. | | Presentations are beginning to show confidence and appropriate intonation. | Appropriate intonation is attempted in most cases. |