

Netherbrook Primary School
Writing Assessment: Stage 3

Composition				Transcription			
Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Spelling <i>(see Appendix 1 NC 2014)</i>	
1	Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>	7	Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary	14	Creating and developing plots based on a model	22	Use further prefixes and suffixes and understand how to add them
		8	Explore and collect words with prefixes <i>super, anti, auto</i>	15	Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type	23	Spell further homophones
16	Grouping related material into paragraphs			24	Spell words that are often misspelt		
2	Effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>	Composition		17	Using headings and sub headings to organise information	25	Use the first two letters of a word to check its spelling in a dictionary
3	Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>	Plan their writing by:		Evaluate, and edit by:		26	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
4	Use inverted commas to punctuate direct speech – <i>speech marks</i>	9	Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions	18	Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing	27	Learn to spell new words correctly and have plenty of practice in spelling them
5	Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i>	10	Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing	19	Discussing and proposing changes with partners and in small groups	28	Understand how to place the apostrophe in words with regular plurals e.g. <i>girls', boys'</i>
		11	Discussing and recording ideas for planning	20	Improving writing in the light of evaluation	Handwriting	
		12	Creating and developing settings for narratives			30	Form and use the four basic handwriting joins
6	Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>	13	Creating and developing characters for narrative	21	Using appropriate intonation, tone and volume to present their writing to a group or class	29	Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
21		Perform their own compositions by:		31	Write legibly		

Assessment Guidance

Assessment Stage	3.1	3.2	3.3	3.4	3.5	3.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations