

I am a St. Wilfrid's Writer Assessment

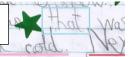


_			<u>Autumn Term</u>	<u>1 – Year 3 En</u>	tering						
Handwriting											
_	Use the diagonall	•		t are needed	to join letters.						
Planning, Composition and Editing											
	Record, discuss a		lary and gram	mar from bo	oks that have b	een exposed	to me to				
_	inspire my writing										
	Use a class story i										
_	Use the class story map to share sentences that may be included in my story.										
	Draft and write by composing and rehearsing sentences orally (including dialogue)										
_	progressively building a rich and varied vocabulary.										
L	Make corrections, revisions and additions.										
	Read aloud writin	g, to a group o	or class, using	appropriate i	intonation and	controlling t	he tone				
Li	and volume so th	at the meaning	g is clear.								
	<u>Grammar and Pu</u>	<u>nctuation</u>									
L	Understanding what a noun, adjective, verb, adverb means.										
	Use more exciting	g adjectives an	d expanded n	oun phrases	to help the read	der clearly se	ee what I				
Li	am describing.										
L	Use a comma to s	separate adjec	tives when de	scribing a no	un.						
Ľ	Use similes to add	d description to	o my writing.								
L	Use powerful verbs to make my writing more interesting.										
L	Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.										
	Use adverbs of manner as openers (fronted adverbials)										
١	Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).										
	Use a comma before some co-ordinating conjunctions (or, but, so)										
	Begin to extend s	entences to ac	ld more detail	by using a va	ariety of subord	linating conj	unctions				
Ĺ	at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)										
L	Use prepositions to express place.										
L	Use a question in a non-fiction introduction.										
L	Use a colon before a list in instructional writing (what you need:)										
П	Use tense accurately most of the time.										
1	Use verb tenses correctly most of the time (was/were) (is/are).										
	Use of a comma to list expanded noun phrases.										
Ŀ	Spelling										
	address	answer	appear	arrive	breath	breathe	build				
	busy	calendar	complete	consider	continue	decide	different				
	describe	early	earth	exercise	experiment	extreme	February				
	forward	fruit	group	heard	heart	history	imagine				
	increase	important	interest	island	learn	natural	often				
	perhaps	popular	possible	promise	quarter	question	recent				
	regular	reign	remember	straight	strange	surprise	forwards				
			d) (kindly, frie				•				



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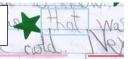


Spring Term – Year 3 Developing								
<u>Handwriting</u>								
Ascenders and descenders do not interfere with writing on the line above and below.								
Planning, Composition and Editing								
Use my own story map (with pictures) to plan the order of my story.								
Use my own story map (with pictures) to rehearse all the writing skills that need to be								
included.								
Grammar and Punctuation								
Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and								
Where (Place)								
Use short sentences to make key points.								
Change the place of the adverb in the sentence.								
Use a variety of subordinating conjunctions in the middle of a sentence to write a complex								
sentence.								
Use inverted commas at the start and end of speech.								
Put the reporting clauses at the end of speech.								
Use a comma, an exclamation mark or a question mark before the closing inverted commas								
when the reporting clause is at the end of the speech.								
Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.								
Use ellipses to build suspense.								
Organise similar ideas into paragraphs in non-fiction writing.								
Use a subheading to guide the reader.								
Start a new paragraph to show a change in time in narrative writing.								
Accurately place the possessive apostrophe in words with regular plurals (girls' boys')								
<u>Spellings</u>								
The /ɪ/ sound spelt 'y' elsewhere than the end of words (myth, gym, Egypt, pyramid, mystery)								
Words ending with the /g/ sound spelt '-gue' (league, tongue) the /k/ sound spelt '-que'								
(antique, unique)								
/ʃ/ sound spelt ch (chef, chalet, machine, brochure)								
Words with the /k/ sound spelt 'ch' (Greek in origin) (scheme, chorus, chemist, echo,								
character)								
The /n/ sound spelt 'ou' (young, touch, double, trouble, country)								
Words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight, weight, neighbour), or 'ey' (they,								
obey, prey)								



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	<u>Summer Term – Year 3 Secure</u>								
	Handwriting								
	My handwriting style is consistent throughout my work.								
ī	Planning, composition and editing								
3	Referring to the story map, start a new paragraph when the setting, action or time change in								
	narrative writing.								
	Retrieve information from a non-fiction text and note down ideas under given subheadings.								
	Up-level word choices								
	Make appropriate additions to the writing.								
	Grammar and Punctuation								
	Use two –ly adverbs in a sentence.								
	Use adverbs to show when something happened (Time)								
	Use adverbs to show where something happened. (Place)								
	Use adverbs to show cause.								
	Begin to use a comma after the opener (fronted adverbial)								
	Use conjunctions to show when something happened. (time)								
	Use conjunctions to show cause.								
	Use conjunctions for place								
	Use prepositions to express time.								
	Use preposition to show cause.								
	Use the Present Perfect Tense.								
	Use the possessive apostrophe in words with irregular plurals (children's).								
	Spelling								
	prefixes (root word unchanged): /dis/ (disappoint, disagree, disobey, dislike, disembark,								
	disinfect, disconnect, disappear, disqualify, displease, disown, dislike)								
	prefixes (root word unchanged): /mis/ (misbehave, miscalculate, misplace, miscount,								
	misdeal, misfire, misfortune, mishear, misinform, misread, mistake)								
	prefixes (root word unchanged): /re/ (rebound, revisit, rewrite, return, rebuild, recycle,								
	recall, refill, reform, retreat, recede, replace, replay, repay)								
	prefixes (root word unchanged): /super/ (supernatural, Superman, supernova, superpower).								
	prefixes (root word unchanged): /auto / (automatic, autograph, autobiography, automobile)								
	prefixes (root word unchanged): /sub/ (submarine, submerge, subtitle, subscription)								
	prefix anti- (antidote, antibiotic, antifreeze, antiseptic, anti-freeze).								
	Word families based on common words, showing how words are related in form and								
	meaning (solve solution solver dissolve insoluble)		1	Ì					