**Writing Performance Indicators**

**Pupil/s:**

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| **Year 3** | | **Emerging** | **Developing** | **Secure** |
| **Composition**  **(planning)** | | Plans longer pieces of writing by discussing and recording ideas, with some support. | Plans extended writing, with some support (e.g. with a scaffold or prompt), by discussing and recording ideas. | Plans extended writing by discussing and recording ideas with increasing independence and starts to use planning models and scaffolds, especially when planning unfamiliar forms of writing. |
| **Composition**  **(drafting )** | | Maintains form when producing a variety of extended written pieces, narrative, non-fiction and poetry, demonstrating, with support, some features of selected forms.  Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives for colour, size, shape and texture or more adventurous adverbs for manner like instantly and silently. Uses an increasing range single clause, co-ordinating and subordinating multi-clause sentences. | Produces an increasing range of extended written pieces, narrative, non-fiction and poetry, demonstrating some features of selected forms.  Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives or more adventurous adverbs or adverbials for manner, like without warning. Uses a wide range of single clause, co-ordinating and subordinating multi-clause sentences. | Produces a variety of extended written pieces, narrative, non-fiction and poetry that demonstrates features of selected forms with increasing consistency.  Begins to use some ambitious vocabulary, e.g. interesting verbs (tip-toed instead of walked) or interesting adverbials, for example quick as a flash. Varies sentence structure by using a wide range of single clause, co-ordinating and subordinating multi-clause sentences, with some variety of conjunctions. |
| **Composition**  **(reviewing)** | | Proof-reads to identify effective use of word choice, grammar and punctuation and make some appropriate. revisions and corrections  Reads aloud their own writing, to a group or the whole class and starts to use some intonation when prompted. | Proof-reads for grammatical, spelling and punctuation errors making some appropriate amendments where needed.  Reads aloud their own writing, to a group or the whole class and starts to use some intonation to help make the meaning clear. | Re-reads own writing and edits for meaning and the correct, consistent use of tense, spelling, grammar and punctuation, independently, making appropriate revisions and amendments.  Reads aloud their own writing, to a group or the whole class and starts to use appropriate intonation so that the meaning is clear. |
| **Grammar** | | Forms nouns using an increasing range of prefixes, e.g. super–, anti–, auto– (as identified in the Appendix 1 of the National Curriculum).  Uses a range of adventurous adjectives and adverbs as well as some appropriate expanded noun phrases for description, e.g. the lonely, upset boy  Uses present and past tense, including the progressive (continuous) form to describe actions and events throughout writing, appropriate to the style of writing.  Uses conjunctions to co-ordinate and subordinate, e.g. and/but/or/when/if/that/ because.  Uses some adverbs to sequence time or describe manner of a verb, e.g. quickly, suddenly, quietly.  Writing usually has a clear beginning, middle and end section.  Uses the correct grammatical terminology for Years 1 and 2 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and rereading writing. | Uses the correct article a or an, depending on whether the next word begins with a consonant or vowel.  Uses an increasing range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify.  Writes consistently using the correct form of past and present tense, including some appropriate use of the progressive tense.  Uses a greater range of conjunctions to co-ordinate and subordinate and adverbs to express time, e.g. when, before, after, while, so, because, then, next, soon, therefore.  Begins to use adverbs to sequence time, identify place or describe manner of a verb, e.g. once, quietly, outside.  Sentences about similar topics are generally grouped together in fiction and non-fiction e.g. sectioning the beginning, middle and end of stories.  Uses the correct grammatical terminology for Years 1 and 2 as well as some from Year 3 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing. | Uses and recognises words that come from the same word families in writing, e.g. solve, solution, solver, dissolve, insoluble.  Uses a wide range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify. May use verbs as adjectives to specify, e.g. the sobbing child.  Uses present perfect form of verbs, with support, in contrast to the past tense.  With some support (e.g. the use of word banks), expresses time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g., before, after, during, in, because of.  Uses adverbial phrases to sequence time, identify place or describe manner, e.g. once, quietly, outside.  Usually uses simple paragraphs or 'sections' as a way to group related material.  Uses the correct grammatical terminology for Years 1, 2 and 3 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing: preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’). |
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| **Punctuation** | | Uses capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions. There is some use of commas to separate items in a list.  Uses some dialogue, although there may not be associated punctuation.  Sometimes uses apostrophes for contractions and singular possession in nouns. | Uses a range of punctuation, mostly correctly, including full stops, commas to separate items in lists, exclamation and question marks.  Uses inverted commas, with support, in some writing.  Uses apostrophes for contractions and singular possession in nouns. | Uses a range of punctuation mostly correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions and singular possession in nouns.  Uses inverted commas to punctuate direct speech  Uses apostrophes for contractions and singular possession in nouns, including some irregular |
| **Transcription** | **Spelling** | Applies phonological knowledge from Years 1 and 2 to spell many regular words accurately. Spells common exception words accurately, including common homophones and near-homophones from Years 1 and 2.  Uses the spelling rules for Year 2, (as identified in Appendix 1 of the National Curriculum) accurately. | Applies phonological knowledge from Years 1 and 2 to accurately spell many regular words accurately. Spells common exception words accurately, including common homophones and near-homophones from Years 1 and 2 as well as some words from Year 3.  Uses the spelling rules for Year 1 and 2 as well as some of the spelling rules for Year 3, (as identified in Appendix 1 of the National Curriculum) accurately. | Applies phonological knowledge to spell most regular words accurately. Spells many words from the Year 3 and 4 word list (as identified in Appendix 1 of the National Curriculum). Starts to use a dictionary to check the spelling of a word.  Uses the spelling rules for Years 1, 2 and 3, (as identified in Appendix 1 of the National Curriculum) accurately. |
| **Handwriting** | Holds a pencil comfortably and correctly. Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. Capital letters and digits 0 to 9 are mostly formed and orientated accurately  Some consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate. | Holds a pencil comfortably and correctly. Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.  Words are often appropriately and consistently spaced in relation to the size of the letters. Some diagonal and horizontal strokes are used to join letters. | Holds a pencil comfortably and correctly. Handwriting is legible and consistent in size with appropriate spacing between words.  Words are almost always appropriately and consistently spaced in relation to the size of the letters. Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left un-joined. |
| **Mastery** | | | | |
| * Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasingly wide range of writing across different areas of the curriculum that include some detail to engage readers' interest. * Writes willingly and for pleasure. * Evaluates own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the reader. * Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools for a chosen effect. * Begins independently to identify new spelling and grammatical rules, including when these rules are broken and starts to apply these to words and sentences. * Begins to develop a writer’s voice and uses an increasing range of vocabulary, starting to select some words for effect. | | | | |