



MODERATION ASSESSMENT TOOL: YEAR THREE

| YEAR THREE | | | |
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| AUTUMN TERM | | SPRING TERM | |
| On track for Expected Standard (EXS): | | On track for Expected Standard (EXS): | |
| <i>The pupil can, after discussion with the teacher:</i> | | <i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i> | |
| Transcription (Spelling and Handwriting) | <ul style="list-style-type: none"> Neat and legible handwriting, using the strokes needed for joining some of the time. Spell accurately all KS1 spelling rules including words of two or more syllables that contain the same GPC as those taught so far. Use phonics to spell longer unknown words. | <ul style="list-style-type: none"> Use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined. Use further prefixes and suffixes and understand how to add them to root words (e.g. dis-/mis-/re-, -ly) Spell many common exception words (Y3/4 list) Spell further homophones (e.g. here/hear, bury/berry, mist/missed) | <ul style="list-style-type: none"> Improve the quality of handwriting (parallel downstrokes), using joined writing throughout. Spell words that are often misspelt (e.g. careful, parents, neighbour, disappoint) Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words (Y3/4 list) |
| Composition | <ul style="list-style-type: none"> Plan to use the correct structure in writing Use appropriate openings and endings Organise paragraphs around a theme (opening, build up, problem/dilemma, resolution) Begin to create settings, characters and plot in stories. Understand and use different sentence types including statements (tell), questions (ask), exclamations (strong emotion), and commands (instruct) | <ul style="list-style-type: none"> Use setting character and plot in stories, varying voice and intonation to create effects and sustain interest. Use wider vocabulary and grammar in writing. Recognise and use similes (e.g. It was as fragile as a spider's web) Write non-fiction, using simple devices to organise work (e.g. headings and subheadings) Use expanded noun phrases to add detail and precision. | <ul style="list-style-type: none"> Follow a plan to write for a range of purposes, audiences and form. Independently organise paragraphs around a theme. Evaluate and edit: <ul style="list-style-type: none"> learning from the effectiveness of my own and others writing and make improvements. Improving my writing by making changes to grammar and vocabulary |
| Vocabulary, grammar and punctuation | <ul style="list-style-type: none"> Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession. Recognise and use words from the same word families and use prefixes and suffixes to change the word class (unkind, kind, kindness) Understand which nouns can be proper nouns and use capital letters appropriately (people, places, days, months, brands...) Use expanded noun phrases to describe and specify. | <ul style="list-style-type: none"> Use a wider range of conjunctions (e.g. since, even though, until) to extend a range of sentences with more than one clause Use commas to mark clauses (e.g. when we arrived, it was almost midnight) Begin to identify main and subordinate clauses (e.g. Maddy went to bed after brushing her teeth) Use the perfect form of verbs (e.g. I have seen that film before) Recognise and use different verb tenses. | <ul style="list-style-type: none"> Use full range of punctuation and sentence types taught so far. Use apostrophe for omission and possession (singular and regular plural nouns) Use inverted commas to punctuate direct speech (e.g. "Don't be home late" called Mum) Recognise and use adverbs and prepositions (e.g. nervously/carefully, on/under/before) adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs. |
| On track for Greater Depth (GDS): | | On track for Greater Depth (GDS): | |
| Transform for GDS | <ul style="list-style-type: none"> Independently choose and know what to adapt and include when changing the form of writing. Maintain writing in the 1st and 3rd person Include additional features for the form and audience Independently and accurately use the full range of punctuation taught at Key Stage 1 and in Year 3, proofreading to make corrections. Use of inverted commas to mark direct speech. | <ul style="list-style-type: none"> Use dialogue to support characterisation and move the action on. Considered word choice, especially verbs. Proofread for spelling and punctuation errors, making corrections and revisions to own writing. Recognise and use determiners a, an and the appropriately. Evaluate own writing against the purpose, text, structure and audience. Make changes to improve effect. | <ul style="list-style-type: none"> Explore a range of organisation devices depending on the form and purpose of writing. Select precise vocabulary based on the audience and style of writing. Use dialogue to provide additional characterisation, limiting the use so that it effectively adds detail to the writing. Use a wide range of co-ordinating and subordinating conjunctions within and across sentences. |