



Name: _____

Stage 3		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	I can use simple and compound sentences with confidence. I am beginning to use complex sentences. I am beginning to use a variety of sentence structures in my writing, punctuating them correctly. I can use a range of simple conjunctions, e.g. <i>and, then, but, so, because</i> . I am beginning to use pronouns to avoid repetition. I am beginning to use ways other than the subject, to begin sentences. I am beginning to use the present and past tense, including the progressive form, correctly.	I can use simple and compound sentences which are grammatically simple and compound sentences which are grammatically correct and punctuated correctly. I can write sentences with more than one clause. I can use an increasing variety of sentence openers. I can express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), and prepositions (e.g. before, after, during, in, because of). I can use the first and third person and tenses consistently. I can use the present and past tense, including the progressive form, usually correctly. I can use 'a' and 'an' correctly.	I can use simple and compound sentences which are grammatically correct and punctuated correctly, confidently and independently. I can independently write sentences with more than one clause. I can confidently use an increasing variety of sentence openers. I can express time, place and cause using conjunctions, adverbs and prepositions with increasing confidence and independence. I can use first and third person and tense consistently and confidently. I can use the present and past tense, including the progressive form, correctly and confidently. I ensure my subject and verb agree.
	Punctuation	I use capital letters, full stops, exclamation and question marks mostly accurately to mark my sentences. I use capital letters mostly accurately for proper nouns. I can use apostrophes for contractions and singular possession nouns, mostly accurately. I am beginning to use inverted commas to punctuate direct speech. I can use commas in lists used correctly.	I can correctly punctuate sentences– full stops, capital letters, commas, exclamation and question marks. I can use capital letters accurately for proper nouns. I can use apostrophes with increasing accuracy. I can use inverted commas to punctuate direct speech. I show an awareness of commas to mark phrases and clauses, as well as separating items in lists.	I accurately and independently use the full range of punctuation taught. I mark phrases and clauses using commas.
	Organisation Text Structure	I use scaffolding and support to help me plan my writing. My writing demonstrates an understanding of purpose and audience. My stories are written with a beginning, middle and ending, developing my characters and settings. I can write a simple sequence of events which are generally related to each other. I can use the simple overall structure of the chosen non-fiction text type and include a brief introduction or concluding sentence.	I plan using ideas gathered from wider reading and modelling by my teacher. My writing demonstrates an understanding of purpose and audience In my story writing, the main features are present – beginning, middle and clearly developed resolution. I usually group similar information together (starting to use paragraphs for all forms of writing). I structure my writing appropriately according to the task, including headings, sub-headings and other simple organisational devices.	I can clearly demonstrate the ability to plan and write in the appropriate form, taking into account the purpose and audience. I can make choices about the form my writing should take, without the need for scaffolds. I can show confidence in grouping ideas together to form paragraphs. In non-narratives, simple organisational devices, including headings and sub-headings, aid my presentation.
	Vocabulary	I am starting to use adventurous word choices to add detail and engage the reader.	I make adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs. I can use technical language, appropriate to the text type.	My writing shows conscious word choices around adverbs and prepositions, for particular effect. I can use a thesaurus to consciously select ambitious and effective vocabulary, which will have an effect on my reader.
	Drafting and Editing	I can make simple improvements in my writing, with support. I can proof read to check for errors in spelling, grammar and punctuation.	I can proof read to check for errors in spelling, grammar and punctuation with increasing accuracy. I can make simple improvements for content either within my own and others' writing.	I can proof read to check for errors in spelling, grammar and punctuation with increasing accuracy. I can make simple improvements in my writing with confidence.
Transcription	Spelling	I can use spelling rules from year 2 are accurately. I am starting to apply some spelling rules and patterns for year 3 and 4. (English Appendix 1)	I can correctly apply some spelling rules and patterns for year 3 and 4. (English Appendix 1) I can spell further homophones. I can use the possessive apostrophe. I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.	I am starting to spell words that are exceptions to common spelling rules.
	Handwriting	I am beginning to use the diagonal and horizontal strokes needed to join letters. I am beginning to use joined, neat handwriting and develop my own style.	I can use the diagonal and horizontal strokes needed to join letters and understand which letters, when next to one another, are best left unjoined. I can use joined, neat handwriting and have developed my own style.	I have developed a neat, joined and consistent style of handwriting.



Mossley C.E.
Controlled Primary School

Stage 3 Assessment and Learning Grid

Name: