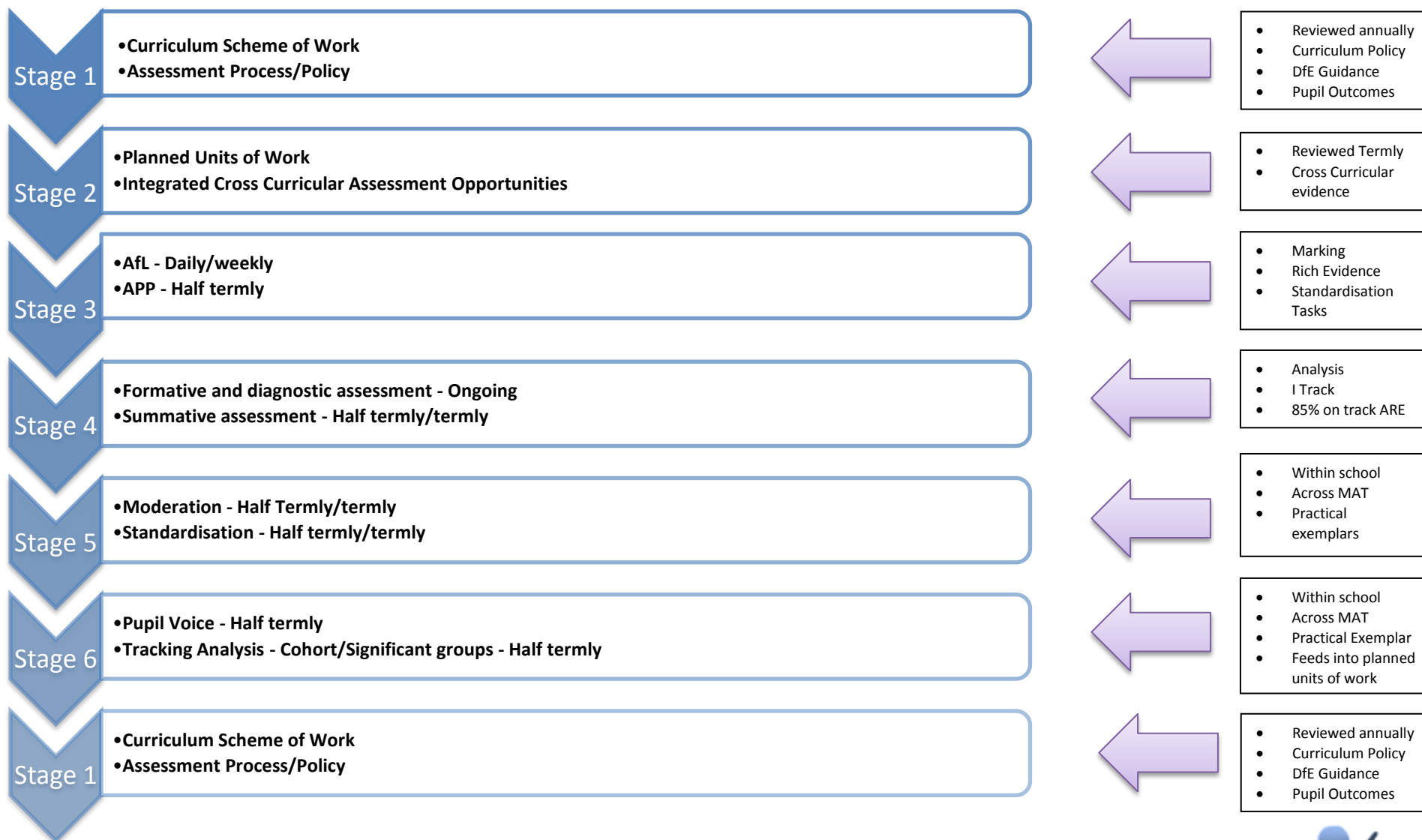


## An Daras Multi Academy Trust

### Assessing Pupil Progress – Writing (Y3)


Integrated Curriculum Scheme of Learning - 2015	
Document:	<b>ADMAT Assessing Pupil Progress (APP)</b>
National Curriculum Subjects:	<b>Writing</b>
Year Group:	<b>Year 3</b>
Agreed and Approved:	<b>Sept 15</b>
Leader In Year Review Dates:	<b>Sept 16</b>
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 3 Non-Negotiable Expectations	Key Concepts
<b>Writing</b> - Non-Negotiable	<ul style="list-style-type: none"> <li>• Use conjunctions (when, so, before, after, while, because)</li> <li>• Use adverbs (e.g. then, next, soon, therefore)</li> <li>• Use prepositions (e.g. before, after, during, in, because of)</li> <li>• Experiment with adjectives to create impact</li> <li>• Correctly use verbs in 1st, 2nd &amp; 3rd person</li> <li>• Use perfect form of verbs to mark relationships of time &amp; cause</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Group ideas into basic paragraphs</li> <li>• Write under headings &amp; sub-headings</li> <li>• Write with increasing legibility, consistency and fluency</li> </ul>
<b>Unlocking learning through Oracy</b> - Non-Negotiable	<ul style="list-style-type: none"> <li>• Talk and listen confidently in different situations</li> <li>• Show they have listened carefully by asking relevant questions</li> <li>• Develop and explain their ideas giving reasons</li> <li>• Sequence and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>• Vary the amount of detail – dependent on purpose and audience</li> <li>• Participate fully in paired and group discussions</li> <li>• Show understanding of the main points in a discussion</li> <li>• Vary the use and choice of vocabulary – dependent on the purpose and audience</li> <li>• Start to show awareness of how and when Standard English is used</li> <li>• Retell a story using narrative language, adding relevant detail</li> <li>• Perform poems from memory, adapting expression &amp; tone as appropriate</li> <li>• Show they have listened carefully through making relevant comments</li> <li>• Formally present ideas or information to an audience</li> <li>• Recognise that meaning can be expressed in different ways dependent on the context</li> <li>• Begin to adapt use of language to meet the needs of the audience/listener</li> </ul>

ADMAT/ARE Year 3 Writing/Key Concepts (v2)				Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Grammar				B/Punctuation				C/Writing Process				D/Text Structure and Organisation				E/Writing Composition				F/ Spelling and Handwriting				G/				H/			
A1. Use a wider range of subordination to create complex sentences expressing time, place and cause (e.g. when, before, after, while, so, because)				B1. Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation				C1. Use text models to support the planning of writing (structure, vocabulary, sentence construction)				D1. Organise paragraphs around a theme e.g. use of topic sentence in non-narrative				E1. Write for real purposes and audiences, making some appropriate choices about form				F1. Spell common words correctly, including exception words											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A2. Express time, place and cause using adverbs (then, next, soon, therefore, finally)				B2. Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech				C2. Continue to orally rehearse and draft writing , developing : <ul style="list-style-type: none"><li>A rich and varied vocabulary</li><li>A wider range of sentence structures</li></ul>				D2. In non-narrative, use a range of organisational devices e.g. sub-headings				E2. Demonstrate understanding of the main features of different forms of writing e.g. stories contain appropriate character, setting and plot				F2. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (word list gives example) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A3. Express time, place and cause using prepositions and prepositional phrases (e.g. before dark, during break, in the cave, because of Fred)				B3. Use apostrophes to mark plural possession				C3. Evaluate the effectiveness of writing and suggest improvements				D3. Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms				E3. Write using rich and varied vocabulary appropriate to purpose and form				F3. Word endings – tion, sion, ssion, cian, sure, ture											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A4. Expand noun phrases by use of modification before the noun and prepositional phrases after the noun				B4. Use commas after fronted adverbials				C4. Proof read for spelling and punctuation accuracy. Use a dictionary to check spelling where appropriate				D4. Use pro-nouns and nouns within and across sentences to aid cohesion and to avoid repetition								F4. Homophones – see NC for examples											



	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing
Summative 	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)