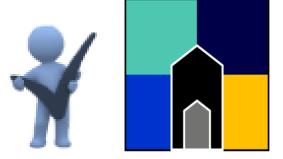
An Daras Multi Academy Trust



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Assessing Pupil Progress – Writing (Y3)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 3
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
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

tage 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
age 2	Planned Units of Work Integrated Cross Curricular Assessment Opportunities	 Reviewed Termly Cross Curricular evidence
age 3	•AfL - Daily/weekly •APP - Half termly	 Marking Rich Evidence Standardisation Tasks
age 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	 Analysis I Track 85% on track ARE
age 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	 Within school Across MAT Practical exemplars
age 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	 Within school Across MAT Practical Exemplar Feeds into planned units of work
age 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
	Writing Year 3	¥

ADMAT Year Group 3 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	 Use conjunctions (when, so, before, after, while, because) Use adverbs (e.g. then, next, soon, therefore) Use prepositions (e.g. before, after, during, in, because of) Experiment with adjectives to create impact Correctly use verbs in 1st, 2nd & 3rd person Use perfect form of verbs to mark relationships of time & cause Use inverted commas to punctuate direct speech Group ideas into basic paragraphs Write under headings & sub-headings Write with increasing legibility, consistency and fluency
Unlocking learning through Oracy - Non-Negotiable	 Talk and listen confidently in different situations Show they have listened carefully by asking relevant questions Develop and explain their ideas giving reasons Sequence and communicate ideas in an organised and logical way in complete sentences as required. Vary the amount of detail – dependent on purpose and audience Participate fully in paired and group discussions Show understanding of the main points in a discussion Vary the use and choice of vocabulary – dependent on the purpose and audience Start to show awareness of how and when Standard English is used Retell a story using narrative language, adding relevant detail Perform poems from memory, adapting expression & tone as appropriate Show they have listened carefully through making relevant comments Formally present ideas or information to an audience Recognise that meaning can be expressed in different ways dependent on the context Begin to adapt use of language to meet the needs of the audience/listener

Yea Writ	DMAT/ARE Pupil Name: ear 3 /riting/Key Class Teacher: oncepts (v2)					Term	1			Term	2			Tern	ı 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/Wı	iting F	Process	5	D/Text Structure and Organisation					E/Writing Composition				elling Iwritin			G/				н/					
subor comp expre and c	rdinatio lex ser essing t ause (e e, after	ider ran on to cr ntences time, pl e.g. wh r, while	ace <i>en,</i>	accur using stops	ately th capital	ite sent roughc letters, on mar tion	out, , full	suppc writin vocab	ort the g (strue	sentenc	g of	arour	nd a the Dic sent	e paragi eme <i>e.g</i> ence in	. use	purpo maki		d audier e approj		corre	Handwriting 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								
and c (then there	ause u , next, fore, fi	inally)	verbs	accur inver other indica	acy in t ted con puncti ate dire	3 increas the use nmas an uation t ect spee	of nd to to	rehea writin •	rse and g , dev A rich a vocabu A wide senten	eloping and vari Ilary r range ce struc	: ed of tures	a ranı devic <i>headi</i>	ge of or es e.g. ings		tional	unde main form storie appro settir	feature s of writes conta opriate og and p	ng of the es of diff ting e.g. in characte blot	ferent er,	1234F2. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (word list gives example) <i>e.g. un,</i> <i>dis, in, im, re, sub, inter,</i> <i>super, anti, auto, ation,</i> <i>ly, ous</i>											
EM	ТІ	EXP	EXC	EM	ті	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	ті	EXP	EXC	EM	TI	EXP	EXC								
1 2 3 4 A3. Express time, place and cause using prepositions and prepositions liphrases (e.g. before dark, during break, in the cave, because of Fred)			1 2 3 4 B3. Use apostrophes to mark plural possession				1234C3. Evaluate the effectiveness of writing and suggest improvements				1234D3. Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms1				E3. W varie appro	1234E3. Write using rich and varied vocabulary appropriate to purpose and form					3 dings – ian, sur										
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 nounB4. Use commas after fronted adverbials			er	C4. Proof read for spelling and punctuation				D4. Use pro-nouns and nouns within and across sentences to aid cohesion and to avoid repetition								F4. Homophones – see NC for examples															

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				
A5. U adver reade		o provid additio	e the																re GPC	s – see	NC				
EM 1	TI 2	EXP 3	EXC 4															EM 1	ті 2	EXP 3	EXC 4				
verb of loc <i>were</i>	inflecti cal diale instea	ndard Er ons, ins ect form d of <i>we</i> of <i>I don</i> e	tead s (<i>we</i> was; I															F6. Us	e a/an	correct	ly				
EM	TI	EXP	EXC															EM	TI	EXP	EXC				
1	2	3	4															consis	2 se joine stently endent		4 riting				
																		EM 1	ті 2	EXP 3	EXC 4				
																		statut	n spell ory list						
																		EM 1	ТI 2	EXP 3	EXC 4				

Rich Evidence – Guidance	Autumn Term	Spring Term	Summer Term
Year 3	(Terms 1+2)	(Terms 3+4)	(Terms 5+6)
Formative	Elicitation Tasks	Elicitation Tasks	Elicitation Tasks
	Literacy Books- Week Two Guided writing	Literacy Books- Week Two Guided writing	Literacy Books- Week Two Guided writing
	Week Three – Independent Writing	Week Three – Independent Writing	Week Three – Independent Writing
	Distance Writing (2x a half term minimum)	Distance Writing (2x a half term minimum)	Distance Writing (2x a half term minimum)
<u> </u>	Writing from Topic/ Cross Curricular writing	Writing from Topic/ Cross Curricular writing	Writing from Topic/ Cross Curricular writing
	Writing from other subject areas- e.g. Guided	Writing from other subject areas- e.g. Guided	Writing from other subject areas- e.g. Guided
	Reading	Reading	Reading
	Independent and choice Writing (e.g.	Independent and choice Writing (e.g. Everyone	Independent and choice Writing (e.g. Everyone
	Everyone Writes Sessions)	Writes Sessions)	Writes Sessions)

	Writing from Outdoor Experiences	Writing from Outdoor Experiences	Writing from Outdoor Experiences
	Writing from Role- Play	Writing from Role- Play	Writing from Role- Play
	Self- Initiated Writing	Self- Initiated Writing	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)