Blessed Edward Bamber
Catholic Multi Academy Trust

Teacher Assessment Framework Year 3

Name:	A	B	C	D	E	F	G
Working towards the expected standard							
The pupil can, after discussion with the teacher:							
• write simple, coherent narratives about personal experiences and those of others (real or fictional)							
• write about real events, recording these simply and clearly							
• demarcate **most** sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required							
• use present and past tense mostly correctly and consistently							
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that/ because) to join correctly							
• segment spoken words into phonemes and represent these by graph-emes, spelling many of these correctly and making phonetically plausible attempts at others							
• spell many common exception words							
• form capital and lower case letters and digits of the correct size, orienta-tion and relationship to one another and to lower case letters							
• use spacing between words that reflects the size of the letters.							
Working at the expected standard							
The following 2 criteria are non-negotiables which must be evident across all written work in all books within the past term for a child to be assessed as 'working at':							
• demarcate sentences with capital letters and full stops (with rare occasional error)							
• use present and past tense **mostly** correctly and consistently (including the progressive form - He was walking, I am thinking, etc)							
• be capable of producing joined and legible handwriting where horizontal and diagonal strokes are correctly joined e.g. Written final draft; work for display; one off task.							
The pupil can, independently:							
• write a range of fiction and non-fiction texts using appropriate text layout and features (E.g. 2nd person for instructions, sub-heading in non-fiction.)							
• organise writing into paragraphs							
• demarcate sentences with question marks and exclamation marks correctly (with rare, occasional error)							

• use a range of co-ordinating (e.g. or, and, but) and sub-ordinationg (e.g. when, if, that, because) conjunctions							
• use **some** conjunctions that express time and cause (e.g. when, so, before, after, while)							
• use **some** adverbs that express time and cause (e.g. then, next, soon, therefore etc.)							
• **most** contractions are demarcated with an apostrophe							
• speech is **mostly** accurately punctuated with inverted commas							
• spell **most** words from the Y3 word list accurately							
	A	**B**	**C**	**D**	**E**	**F**	**G**
Working at greater depth							
The pupil can independently:							
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• use a range of varied sentence types in their writing as outlined in the Y3 programme of study. E.g. through use of conjunctions, prepositions and adverbs. This should be evident from most work in books.							
• demarcate sentences accurately with commas, e.g. a sentence beginning with a subordinating conjunction or a sentence beginning with an adverb/adverbial to show time/cause. This should be evident from most work in books.							
• mostly accurately use apostrophes for singular possession and for contractions (This should be evident from most work in books too.)							
• be capable of producing joined and legible handwriting where horizontal and diagonal strokes are correctly joined in majority of written work.							