



## MODERATION ASSESSMENT TOOL: YEAR THREE

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