

## Local Authority Teacher Moderation Framework at the end of Year 3 - Writing

Working towards the expected national standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> </ul>						
<ul style="list-style-type: none"> <li>Write about real events, recording these simply and clearly.</li> </ul>						
<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.</li> </ul>						
<ul style="list-style-type: none"> <li>Use present and past tense mostly correctly and consistently.</li> </ul>						
<ul style="list-style-type: none"> <li>Use co-ordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.</li> </ul>						
<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> </ul>						
<ul style="list-style-type: none"> <li>Spell many common exception words from the Year 2 list correctly.</li> </ul>						
<ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> </ul>						
<b>Working at the expected national standard</b>						
<b>The pupil can:</b>						
<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> </ul>						
<ul style="list-style-type: none"> <li>Make use of paragraphing and organisational devices to structure writing.</li> </ul>						
<ul style="list-style-type: none"> <li>Use co-ordination and subordination to extend sentences (eg when, if, because, although).</li> </ul>						
<ul style="list-style-type: none"> <li>Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>						
<ul style="list-style-type: none"> <li>Use the punctuation taught at key stage 1 correctly.</li> </ul>						
<ul style="list-style-type: none"> <li>Spell most common exception words from the Year 2 list and some from the Year 3/4 list.</li> </ul>						
<ul style="list-style-type: none"> <li>Spell contracted words correctly.</li> </ul>						
<ul style="list-style-type: none"> <li>Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).</li> </ul>						
<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters.</li> </ul>						
<b>Working at greater depth within the national standard</b>						
<b>The pupil can:</b>						
<ul style="list-style-type: none"> <li>Write narratives with some description to setting and character.</li> </ul>						
<ul style="list-style-type: none"> <li>Signpost the reader through non-fiction by using organisational devices for clarity.</li> </ul>						
<ul style="list-style-type: none"> <li>Use of paragraphs is more consistent across the range.</li> </ul>						
<ul style="list-style-type: none"> <li>More varied tenses used eg perfect form.</li> </ul>						
<ul style="list-style-type: none"> <li>Some use of punctuation for direct speech.</li> </ul>						
<ul style="list-style-type: none"> <li>Extend range of sentences using a range of conjunctions appropriate to the genre.</li> </ul>						