

# Year 3

## Reading and Writing Assessment

**Reading; On Track to be at least Lime book band by the end of Year 3.**

**Working at the expected standard**

### Word Reading

Read age related exception words

Read words that contain prefixes e.g. super, anti, auto

Read words that contain suffixes e.g. -tion, -sion, -ssion

### Fluency

Read accurately and fluently, without hesitation, age related texts which include unfamiliar words

### Comprehension

Predict what might happen referring to details stated

Give / explain meaning of words in context

Summarise main ideas from more than one paragraph

Draw on and make inferences about characters using evidence i.e. Feelings, thoughts and motives

Identify the main theme of texts e.g. triumph of good over evil

Comment on the choice of language the author uses to create mood and build tension

Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1<sup>st</sup> person, nonsense poetry

Ask questions to clarify understanding

Retrieve and record information from fiction and non-fiction texts

**Working at greater depth within the expected standard**

### Comprehension

Uses inference and deduction to work out the characteristics of a range of characters

Recognise and identify recurring themes in a variety of texts

Comment about the author's use of language and the effect upon the reader e.g. the impact of descriptive style

# Year 3

## Writing Assessment

<b>Working at the expected standard</b>
<b>Composition: planning, drafting, evaluating, editing and proof reading</b>
Write a narrative with a clear structure, settings, characters and plot.
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
Write non-narratives using simple organisational devices such as headings and sub-headings.
Plan writing by discussing writing similar to that they are planning to write in order to learn from its structure, vocab and grammar.
Evaluate the effectiveness of own writing suggesting improvements to grammar, vocabulary and punctuation to steer writing.
Use a writing plan appropriate to genre.
Proof read for spelling and punctuation errors.
<b>Composition: structure and organising</b>
Group related material together (paragraphs)
<b>Composition: applying vocab, grammar and punctuation</b>
Choose nouns and pronouns appropriately for clarity and cohesion.
Use adverbs for how and when something happens.
Use a range of conjunctions, eg: while, so because
Use consistently and accurately CL, FS, ? and !, commas for lists and apostrophes for contracted forms.
Use inverted commas for direct speech.
Writing shows understanding of subject/verb agreement eg: was / were
<b>Transcription: spelling (single words within a sentence)</b>
Use the first 3 letters of words to check a spelling in the dictionary.
Use a thesaurus to find effective synonyms
Use of the forms a and an before a noun.
Use further prefixes and suffixes and understand how to add them.
Use an apostrophe for singular possession.
Spell further homophones and spell words that are often misspelt
Spell some Yr3/4 common exception words.
<b>Transcription: handwriting</b>
In handwriting, join letters and understand which letters to leave unjoined (CL and contractions)
<b>Working at greater depth within the expected standard</b>
Spell most Year 3 /4 common exception words.
Use commas for fronted adverbials
To apply paragraphing to all writing
Use of nouns, pronouns, adverbs, conjunctions in all writing
Choose when to use dictionaries to support spelling
When improving work, use a thesaurus independently - vocab
Use further prefixes and suffixes and understand how to add them and why