



Year 3
Assessment Grid

Writing

Spelling

Use the prefixes un-, dis-, mis-, re-, pre-

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited

Use the suffix -ly

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature

Spell words with endings which sound like 'zhun' e.g. division, decision

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, peel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/pane

Spell words that are often misspelt Ref:English Appendix 1

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo



**Year 3
Assessment Grid**

Writing

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary

Plan his/her writing by discussing and recording ideas within a given structure

Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from Ref:English Appendix 2

Draft and write by organising writing into paragraphs as a way of grouping related material

Draft and write in narratives, creating settings, characters and plot

Draft and write non-narrative material, using headings and sub-headings to organise texts



**Year 3
Assessment Grid**

Writing

Evaluate and edit by assessing the effectiveness of his/her own writing

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions

Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-

Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box

Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble

Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of

Begin to use paragraphs as a way to group related material

