St. Paul's Writing Assessment Sheet

Golden Thread (Ready to Progress Criteria) – linked to End of Key Stage 2 expectations

Year Three							
	Writing Piece:						
Purpose and Impact	Develop multiple ideas in a story enriched with descriptive detail.						
	Develop multiple ideas in non-fiction that are factual and precise						
	Express a basic viewpoint, an opinion or promote an idea *e.g. I believe*						
	Maintain the main features of a genre/text type.						
	Content makes sense throughout the piece.						
Structure and Shape	Strategies used to create flow *e.g. pronouns, cohesive phrases, references back to previous point.*						
	Begin to understand what a paragraph is and show ideas grouped together						
	Use headings and sub-headings to group ideas.						
	Opening signalled in narrative and non-fiction *e.g. Early one morning..., Whales are the largest sea creatures...*						
	Closing signalled in narrative and non-fiction *e.g. Eventually..., Ultimately...*						
Sentence Structure	Use one word in isolation to grab the reader's attention *e.g. Stop!*						
	Add detail into descriptions *e.g. precise words, descriptive noun phrases.*						
	Use prepositions that position in place/environment *e.g. in, on, behind, under*						
Tense	Use the present perfect form of verbs, instead of simple past *e.g. 'He has gone out to play' contrasted with 'He went out to play'*						
Conjunctions/ Complex Sentences	Experiment with a widening range of conjunctions *e.g. while, so, although.*						
Writerly Techniques	Write sentences that use repetition of key words for impact *e.g. He ran and ran. He ran until his bones ached.*						
	Use the word 'like' to build a simile *e.g. Her eyes were like deep pools*						
Vocabulary	Choose words because of the effect they will have on the reader						
Adverbs/ Adverbial Phrases	Use adverbs/adverbial phrases that position in time *e.g. then next, soon, later that day, as dawn broke.*						
	Use adverbs/adverbial phrases that build a relationship or 'cause' *e.g. therefore, as a result.*						
Punctuation	Emerging use of inverted commas to punctuate direct speech						
	Emerging use of other direct speech punctuation *e.g. punctuation inside inverted commas.*						
Spelling and Word Structure	Use a range of prefixes to extend repertoire of nouns *e.g. super___, anti___, auto___.*						
	Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.						
	Spell correctly most words from the Year 3/ 4 spelling list.						
Handwriting and Presentation	Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left un-joined						
	Show increased legibility and quality to handwriting.						