

Year 3 2017/18

## Writing Assessment

Tim	Tippi	Hoi Ching	Bosco	Amelie	Karden	Yau Lim	Parva	Taylor	Sam	Jaden	Clarence	Nick	Maggie	Xin Tong	Ankitha	Jim	Yim Lam
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Writing Objectives																	
Novel writing (Narrative, mystery, fables, folk tales)																	
Can produce work that is organized, imaginative and clear (beginning, middle and end)																	
Can use clear, neat and legible handwriting																	
Can choose the appropriate form for the genre																	
Can engage the reader with form and vocabulary																	
Can use interesting and ambitious words																	
Can extend sentences using commas and basic connectives (and, so, but)																	
Can extend sentences using a wider range of connectives (as well as, however, although)																	
Nouns and verbs agree (dog barked, the boy ran)																	
Can use pronouns appropriately (he, she, they)																	
Can use at least 3 of full stops, question marks, exclamation mark, apostrophes accurately																	
Use adjectives to describe (great, fantastic, evil)																	
Can use adverbs to describe (the man ran quickly, the girl ate slowly)																	
Can spell most words on Year 3 spelling list																	
Can develop characters, settings, feelings etc.																	

Colour code: red – with assistance orange - emerging yellow - achieving green – beyond expectation

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Can use a variety of sentence openers (firstly, then, after that, before, eventually)																	
Can use humour or opinion when appropriate to genre																	
Can improve and edit work (up levelling)																	
Can develop a sense of pace (work is lively and interesting)																	
Can to attempt to use past, present and future tenses correctly																	
Can use a dictionary and thesaurus to extend their vocabulary																	
<b>Play Scripts</b>																	
Can write characters into a play																	
Can write stage directions																	
Can write a story for a script that flows																	
<b>Instructions and Explanations</b>																	
Time adverbials eg First, then, next, after																	
Chronological order																	
Concise and organized information																	
Imperative (bossy) verbs put, take, mix, spread																	
<b>Recounts</b>																	
Past tense																	

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First person - I was excited for the day																	
Chronological order of events																	
<b>Discuss and Debate</b>																	
Use of rhetorical questions																	
Use of persuasive language - should, could, consider that...																	
Can reason with facts and opinion																	
<b>Non-Chronological Report (fact file)</b>																	
Headings and Sub headings																	
Concise, ordered information (facts)																	
Information in the form of a diagram. Annotation																	
<b>Poetry</b>																	
Can use a rhyme scheme																	
Personification																	
Similes and metaphors																	
Can recreate 3 types: acrostic, shape and rhyme																	
<b>Letters/ Persuasion</b>																	
Introduction																	
Main points of letter (explanation)																	

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Ending and conclusion - sign off																		
Formal or informal tone - consider audience																		
•																		
•																		
•																		