

Please note: these grids are to support teacher assessment. They are not designed to be used for every child. They would be used to sample pupils across the cohort.



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Name	Date and genre of work:								Collection
Working Towards the expected standard in Y3									
The pupil can, after discussion with the teacher:									
Transcription: Spelling									
Spell most KS1 common exception words*									
Add suffixes taught at KS1 to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) **									
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others									
Transcription: Handwriting									
Use the diagonal and horizontal strokes needed to join some letters.									
Use spacing between words that reflects the size of the letters									
Composition:									
write simple, coherent narratives about personal experiences and those of others (real or fictional)									
write about real events, recording these simply and clearly									
Make simple additions, revisions and proof-reading corrections to their own writing									
Vocabulary, grammar and punctuation									
Use the punctuation taught at key stage 1 mostly correctly									
Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]									
Choose the correct tense (past or present) and remains consistent throughout writing									
Working at the expected standard in Y3									
The pupil can, after discussion with the teacher:									
Transcription: Spelling									
Spell some of the Y3/4 common exception words***									
Spell words with a range of prefixes e.g. un, dis, mis, in, super, auto, anti (See spelling appendix for full list)									
Transcription: Handwriting									
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined									
Composition:									
Begin to use paragraphs around a theme									
Use headings and sub-headings to aid presentation									
Write for a range of purposes and audiences (engaging the reader) including a short story									
Create settings, characters and plot in narratives									
Proofread for spelling and punctuation errors									
Vocabulary, grammar and punctuation									

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Use conjunctions (i.e. when, before, after, while), adverbs (e.g. next, soon, then) or prepositions (e.g. before, after, during) to express time and place to extend the range of sentences.								
Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)								
Begin to use inverted commas for direct speech.								
choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition								
Working at Greater depth within the expected standard in Y3								
The pupil can, after discussion with the teacher:								
Spell many of the Y3/4 common exception words								
use commas after fronted adverbials								
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
Read writing back and adapt word choice with audience in mind (independent use of a thesaurus).								
Demonstrate application of expected statements across the curriculum, i.e. consider audience and purpose when writing up a science investigation.								

* **KS1 Common Exception Words:** the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

** **KS1 Suffixes:** ing, ed, er, est, s/es, y, ment, ness, ly, ful, less

*** **Year 3/4 Spelling Words:** accident(ally); actual(ly); address; answer; appear; arrive; believe; bicycle; breath; breathe; build; busy/business; calendar; caught; centre; century; certain; circle; complete; consider; continue; decide; describe; different; difficult; disappear; early; earth; eight/eighth; enough; exercise; experience; experiment; extreme; famous; favourite; February; forward(s); fruit; grammar; group; guard; guide; heard; heart; height; history; imagine; increase; important; interest; island; knowledge; learn; length; library; material; medicine; mention; minute; natural; naughty; notice; occasion(ally); often; opposite; ordinary; particular; peculiar; perhaps; popular; position; possess(ion); possible; potatoes; pressure; probably; promise; purpose; quarter; question; recent; regular; reign; remember; sentence; separate; special; straight; strange; strength; suppose; surprise; therefore; though/although; thought; through; various; weight; woman/women;