

## End of year 3 assessment – Working towards the expected standard (WT)

### The pupil can:

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| • write coherent narratives  |  |  |  |  |  |  |
| • using some noun phrases to describe and specify when describing settings and characters in narratives                              |  |  |  |  |  |  |
| • using sentences of different forms in their writing (statement, command and question)  |  |  |  |  |  |  |
| • using present and past verb forms mostly correctly and consistently  | including some correct use of the present and past progressive form e.g. <i>I was deciding, We were breathing.</i> |  |  |  |  |  |
| • using co-ordinating conjunctions (and, but, or)  |  |  |  |  |  |  |
| • using some subordinating conjunctions, including: if, when, because, although  |  |  |  |  |  |  |
| • using mostly correctly:  | capital letters  |  |  |  |  |  |
|  | full stops   |  |  |  |  |  |
|  | question marks   |  |  |  |  |  |
|  | exclamation marks  |  |  |  |  |  |
| • some use of:   | commas for lists   |  |  |  |  |  |
|  | apostrophes for contraction  |  |  |  |  |  |
|  | apostrophes to mark singular possession in nouns   |  |  |  |  |  |
| • some correct use of a/an   |  |  |  |  |  |  |
| • spelling most common exception words from year 1 and year 2 list   |  |  |  |  |  |  |
| • spelling some words with contracted forms  |  |  |  |  |  |  |
| • adding suffixes to spell some words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful |  |  |  |  |  |  |
| • some use of the correct homophone in their writing e.g. there/their/they're, here/hear, see/sea, to/two/too                        |  |  |  |  |  |  |
| • using the diagonal and horizontal strokes needed to join letters in some of their writing  |  |  |  |  |  |  |
| • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters      |  |  |  |  |  |  |

### Key Stage 2 statutory word lists

#### Year 3/year 4

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

#### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## End of year 3 assessment – Working at the expected standard (EX)

### The pupil can:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| • write effectively and coherently for different purposes  |  |  |  |  |  |  |  |
| • some use of paragraphs to group related material   |  |  |  |  |  |  |  |
| • some use of headings and sub-headings to organise non-narrative texts  |  |  |  |  |  |  |  |
| • using noun phrases to describe and specify when describing settings and characters in narratives   |  |  |  |  |  |  |  |
| • some use of dialogue to show a character's attitude  |  |  |  |  |  |  |  |
| • selecting some vocabulary that fits the purpose of their writing   |  |  |  |  |  |  |  |
| • using present and past verb forms mostly correctly and consistently, including the present and past progressive form   | • including some use of the present perfect form of verbs instead of simple past |  |  |  |  |  |  |
| • use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <b>although</b> it was raining, <b>because</b> it fell on the floor (cause), <b>while</b> we were asleep, <b>after</b> the tests ended (time) |  |  |  |  |  |  |  |
| • use of adverbs to express time, place and cause e.g. <b>then</b> it was all over, <b>soon</b> he will disappear (time), he ran <b>away</b> , it shot <b>out</b> , (place), <b>therefore</b> he could not stay (cause)                                  |  |  |  |  |  |  |  |
| • some use of prepositions to express time, place and cause e.g. <b>before</b> midnight, <b>after</b> tea (time), <b>under</b> the tree, <b>down</b> the street (place) <b>because of</b> the rain (cause)   |  |  |  |  |  |  |  |
| • using mostly correctly:  | capital letters  |  |  |  |  |  |  |
|  | full stops   |  |  |  |  |  |  |
|  | question marks   |  |  |  |  |  |  |
|  | exclamation marks  |  |  |  |  |  |  |
|  | commas for lists   |  |  |  |  |  |  |
|  | apostrophes for contraction  |  |  |  |  |  |  |
|  | apostrophes to mark singular possession in nouns                                 |  |  |  |  |  |  |
| • some use of:   | inverted commas to punctuate direct speech                                       |  |  |  |  |  |  |
| • using the correct form of a/an mostly correct  |  |  |  |  |  |  |  |
| • spelling most words with contracted forms  |  |  |  |  |  |  |  |
| • adding prefixes to spell some words correctly in their writing e.g. <i>dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>   |  |  |  |  |  |  |  |
| • adding suffixes to spell most words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful   |  |  |  |  |  |  |  |
| • spelling some words correctly with –ous suffix e.g. <i>poisonous, enormous, humorous, courageous, serious</i>  |  |  |  |  |  |  |  |
| • spelling some words correctly with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i>   |  |  |  |  |  |  |  |
| • spelling some words correctly with –ture or –sure endings e.g. <i>treasure, pleasure, puncture, picture</i>  |  |  |  |  |  |  |  |
| • spelling some words correctly with ch for /k/ sound e.g. <i>chemist, echo</i>  |  |  |  |  |  |  |  |
| • spelling some words correctly with ch for /sh/ sound e.g. <i>chef, machine</i>   |  |  |  |  |  |  |  |
| • spelling some words correctly with gue for /g/ sound e.g. <i>league, tongue</i> and que for /k/ sound e.g. <i>antique, unique</i>  |  |  |  |  |  |  |  |
| • spelling some words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i>   |  |  |  |  |  |  |  |
| • spelling some words correctly with ei, eigh or ey for /ae/ sound e.g. <i>vein, reign, neighbour, they, obey</i>  |  |  |  |  |  |  |  |
| • use of the correct homophone in their writing mostly correct (the most common) – their/there/they're, to/two/too   |  |  |  |  |  |  |  |
| • some correct use of further homophones from the year 3 and 4 appendix 1  |  |  |  |  |  |  |  |
| • spelling some words correctly from year 3 and 4 appendix 1 – statutory word list   |  |  |  |  |  |  |  |
| • using the diagonal and horizontal strokes needed to join letters in most of their writing  |  |  |  |  |  |  |  |

**Year 3/year 4**

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

**Further homophones – Year 3 and 4 appendix 1**

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## End of year 3 assessment – Working at greater depth within the expected standard (GD)

### The pupil can:

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| • write for a range of purposes and audiences, showing awareness of the reader   |  |  |  |  |  |  |
| • use of paragraphs to group related material  |  |  |  |  |  |  |
| • use headings and sub-headings to organise non-narrative texts  |  |  |  |  |  |  |
| • in narratives, describe settings and characters  |  |  |  |  |  |  |
| • some use of dialogue to convey character and advance the action  |  |  |  |  |  |  |
| • selecting vocabulary that fits the purpose of the writing mostly correctly   |  |  |  |  |  |  |
| • using present and past verb forms mostly correctly and consistently  |  |  |  |  |  |  |
| • using a range of cohesive devices (including subordinating conjunctions, adverbs and prepositions) within and across sentences.        |  |  |  |  |  |  |
| • some use of cohesive devices within and across paragraphs  |  |  |  |  |  |  |
| • using the full range of punctuation taught at key stage 1  |  |  |  |  |  |  |
| • use mostly correctly inverted commas for direct speech   |  |  |  |  |  |  |
| • spelling most words with contracted forms  |  |  |  |  |  |  |
| • adding prefixes to spell most words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i> |  |  |  |  |  |  |
| • adding suffixes to spell most words correctly  |  |  |  |  |  |  |
| • use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too                                      |  |  |  |  |  |  |
| • use of further homophones from the year 3 and 4 appendix 1 mostly correctly  |  |  |  |  |  |  |
| • spelling many words correctly from year 3 and 4 appendix 1 – statutory word list   |  |  |  |  |  |  |
| • producing joined, legible handwriting in most of their writing   |  |  |  |  |  |  |

### Key Stage 2 statutory word lists

#### Year 3/year 4

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

### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's