

HfL Assessment Criteria for Phase B Steps 1/2/3 (based on curriculum expectations for Year 3)

Writing across a range of texts - Composition

Effect on audience

- writes in a range of genres/forms, taking account of different audiences and purposes.
- imitates authorial techniques gathered from reading
- uses some detail in the description of setting or characters' feelings or motives
- uses dialogue to reveal detail about character/ move the narrative forward
- begins to use figurative language including similes
- attempts to adopt a viewpoint (NB fiction and non-fiction)
- selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader
- ensures relevant details are included
- shows awareness of the reader in own proof reading and editing

Uses the grammatical terminology when talking about their writing: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'). **Continues to use terminology from previous year groups.**

Sentence structure and punctuation

- uses single clause sentences and multi-clause sentences (using coordinating conjunctions) mostly accurately and some multi-clause sentences (using subordinating conjunctions) accurately
- expresses 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*]
- uses inverted commas to punctuate direct speech
- uses the present perfect form of verbs to contrast to the simple past e.g. *'He has gone out to play'* contrasted with *'He went out to play'*
- shows some developing evidence of commas to mark grammatical boundaries within sentences
- proof reads for spelling and punctuation errors.
- proposes changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar

Text organisation

- plans and writes stories based on own experience using the structure (opening, dilemma/ conflict/ problem, resolution, ending), ending texts effectively
- begins to use paragraphs to group related materials
- includes a structured sequences of events linked using conjunctions and adverbs
- links events using a wider range of conjunctions and adverbs e.g. *'after a while', 'early one morning'* (emerging use of adverbials to lay the ground for year 4)
- uses either 1st or 3rd person consistently
- turns notes into sentences grouping information, often moving from general to more specific detail
- includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources
- writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop
- uses the features of poetic forms studied

Writing across a range of texts - Transcription

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| <p>Handwriting</p> <ul style="list-style-type: none"> beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined increases the legibility, consistency and quality of handwriting <i>e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i> | <p>Spelling</p> <ul style="list-style-type: none"> spells some words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading spells most words relating to the statements from previous year groups correctly, after independent proof-reading <p>Please refer to additional spelling guidance at the end of this document.</p> |
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| Evidence of none or just a few of these skills – refer to Phase A sheets | Entering (some of these aspects secure, or occasional evidence across most skills) = A6 (equivalent to B0) | Developing (many of these aspects secure, or more frequent evidence across most skills) = B1 | Securing (most of these aspects secure most of the time) = B2 | Deepening (almost all of these aspects secure) = B3 |
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.