

Year 3: Evidence Gathering Grid

Name:			Date/title/book:					Across the collection
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.							
	Write using a rich and varied vocabulary.							
	In narrative create simple settings, characters and plot.							
	Begin to use direct speech within narratives.							
	Use paragraphs as a way of grouping related material.							
	Evaluate the effectiveness of writing and suggest improvements.							
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).							
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).						
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).						
		Use present and past tense correctly, including use of the present perfect instead of the simple past.						
		Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).						
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).							
	Use inverted commas to punctuate direct speech.							
	Use apostrophes for contraction and singular possession correctly (secure from Year 2).							
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 							
	Use and spell correctly many words from the Year 3 / Year 4 spelling list.							
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.							
	Use joined up writing consistently and independently.							