



**THE LITERACY  
COMPANY**

## Exemplification materials to support assessment

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### Year 3

C = Composition

GP = Grammar and  
Punctuation

T = Transcription

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# Working on Y3 national standard

This collection demonstrates evidence that the pupil is able to **work on Y3 national standards** across a range of tasks. Y3 national standards are not fully met yet. All writing is completely independent and some edits have been made at the point of writing to improve clarity and accuracy.

## Composition:

The pupil is starting to use a varied and rich vocabulary and an increasing range of sentence structures. There is some evidence of creating setting, characters and plot in narrative. The pupil would benefit from further opportunities to write at length in order to further develop setting, characters and plot.

The pupil demonstrates some awareness of purpose through selection of relevant content, an ability to sequence ideas and group related ideas in paragraphs. **This evidences security in structuring and organising texts at Y3 national standard.**

## Grammar and Punctuation:

Sentence variety is evident across the range of writing with a growing range of conjunctions (*so, because, that, but, and, yet, when*), some use of prepositions to express time (*before, after*) and some adverbs (*One miserable, snowy night*). The pupil would benefit from extending this range further in order to be secure against Y3 national standards. This would also develop variety with regards to sentence starters.

Basic sentence punctuation is mostly accurate (full stops, question marks, exclamation marks and capital letters). At times, capital letters are missing. They must be accurate to ensure that Y3 national standards are met. Further editing opportunities would support this. There is some evidence of apostrophes for contracted forms and some accurate use of inverted commas for direct speech.

Tense is accurate in the sample of work considered.

## Transcription:

Greater consistency with letter size, orientation and joins is needed.

The spelling of many words is correct with some accurate use of suffixes (-ing, ed). Developing the pupil's range of suffixes would support their work towards national standard at Y3.

## **Working on Y3 national standard**

There are three completed pieces of work within this exemplification

### **Piece 1- Letter**

After looking at the story 'Glog' by Pippa Goodhart, the pupil was asked to write a letter from Glog to his tribe to explain that he was safe and to retell the events so far from his point of view. Prior to the task, the pupil had looked at the use of noun phrases for description and specification, and adverbs to express time and place.

### **Piece 2- Narrative**

Prior to this piece of writing, the pupil had imitated a class version of the text and innovated a new narrative during shared writing. This piece of writing is the pupil's invented version with a focus on characterisation and direct speech. Examples of direct speech were displayed on the working wall.

### **Piece 3- Information**

This piece of writing was a cold task completed by the pupil prior to a unit of work looking at non-chronological reports. The pupil watched a clip from the film 'Up' and was given opportunities to share and discuss ideas in a mixed ability group before planning and writing.

Piece 1

Write an opening paragraph and further paragraphs for each stage  
C

Some awareness of purpose through selection of relevant content  
C

Use of simple, compound and complex sentences using a variety of conjunctions  
GP

Begin to evaluate the effectiveness of own writing, suggesting vocabulary improvements  
C

Some use of present perfect form of verbs  
*it has been*  
GP

Dear tribe,  
I am writing to let you now that I am safe and feeling brilliant but I am ~~sad~~ also heartbroken because I cant see you. **It's been an amazing adventure.**  
I saw you in the morning, but when I looked around... you vanished! I looked in the **Ginormous, Green bushes and in the damp ~~ear~~-eerie forest.** I ran as fast as I could. I reached a cave but I stopped before I went in.  
After that, I tiptoed in, the rock underneath me started to move. I fell down, down, down I cried ow! ow! but I must of fallen asleep.  
I woke up and saw **a shadow** of a girl and sunlight behind her. I walked towards it. She had **matted, greasy hair** yet eyes that glazed and glittered. Rapped around her was a furry, tender fur. She had hard, slate shoes. She asked me to meet her tribe so we went.  
She **made** me some stew and **showed** me how to make stone age clothes. It **was** brilliant.  
Hope you see me tomorrow  
bye.

a/an used accurately T

Use of noun phrases to add description and detail (Y2)  
GP

Sequence ideas or events and use adverbs and prepositions  
C

Consistent use of 1<sup>st</sup> person  
C

Mostly accurate use of commas to separate items in a list  
GP

Group related ideas in paragraphs  
C

Start to use a varied and rich vocabulary –  
*eerie*  
*tiptoed*  
*glazed*  
*glittered*  
*matted*  
*greasy*  
C

Past tense used appropriately and consistently  
GP

Create setting, characters and plot in narrative writing including: a full sequence of events, dilemma/ conflict and resolution  
C

Piece 2

Consistent use of prepositions to express place  
GP

Consistent use of adverbs to express time  
GP

One miserable, snowy night, Gugu set off to hunt like normal with his pet mammoth (wooly). He went into the eerie, lush jungle but then...wooly vanished.

Gugu started to search. He looked in the shimmering, glittering water and under the heavy, jagged rock. But he was not there? Gugu started to worry. He ran and ran and ran. Until he reached a boy.

"Hello Im Gugu who are you?" asked Gugu.  
"My name is Josh" replied Josh. "Have you seen a mammoth" asked Gugu. "Yes" said Josh.

"Can you help me find him please?" asked Gugu  
"of course" said Josh.

So they ran and ran and ran. They bumped into another boy. "whats your name?" asked Josh. "Dave" replied Dave. So they kept on running and running and running until...

They found a enormous tree. It wasn't a tree though...  
"WOOLY!" shouted Gugu and Josh. They went and hugged him tightly in there arms, so they took him home safely.

Some dialogue to show relationship between two characters  
C

Some accurate use of inverted commas to punctuate direct speech  
GP

Past tense used appropriately and consistently  
GP

Mostly accurate use of exclamation and question marks  
GP

Use of adverbs to describe and specify (Y2)

Accurate use of -ly, ing, ed, suffix (Y2/3)

GP

Mostly accurate use of apostrophes for contracted forms (little evidence)

GP

Group related ideas in paragraphs  
C

Consistent use of 1<sup>st</sup> or 3<sup>rd</sup> person where appropriate  
C

Statements and questions used to create an appropriate effect  
GP

Piece 3

Snipes

Would you like to learn more about Snipes?  
Well, this report is all you need to read. This text is jammed with facts.

What do they look like?

Snipes are tall, beautiful creatures. The vast majority of Snipes have beaks like scissors so they can scare of predators...LIKE YOU! They have loads of beautiful, lovely feathers so it can fly round the trees and Jungles around the world.

What do they eat?

Many Snipes eat chocolate, lots of chocolate. You have to bring the chocolate to it because theres no chocolate in the Jungle. That's why they need to use their beaks, so they can eat it but they have to pinch it first.

Mostly accurate use of full stops and capital letters (including proper nouns)

GP

Starting to use an increasing range of sentence structures: statements, questions

C

Consistent use of prepositions to express place

GP

Accurate use of present tense consistently throughout

GP

Accurate spelling of some high frequency homophones e.g. their/there (Y2)

T

Use joined handwriting throughout their independent writing with greater consistency using diagonal and horizontal strokes

T

Target area –

Write capital letters, lowercase letters and digits with correct size and orientation (Y2)

T

Handwritten version of the text above, showing cursive-style joined handwriting on lined paper. The text is written in blue ink and matches the typed text in the top section.

## Working at Y3 national standard

This collection demonstrates evidence that the pupil is able to **work at Y3 national standards** across a range of tasks. All writing is completely independent and some edits have been made at the point of writing to improve clarity and accuracy.

### Composition:

The pupil is using a varied and rich vocabulary and an increasing range of sentence structures. Over several pieces of narrative writing, the pupil has shown they are able to create setting, characters and plot with some longer pieces of writing completed over time (piece 4). The pupil is able to use some speech but should continue to develop dialogue between two characters further.

The pupil demonstrates awareness of purpose through selection of relevant content, an ability to sequence ideas and group related ideas in paragraphs. **This evidences security in structuring and organising texts at Y3 national standard.**

### Grammar and Punctuation:

Sentence variety is evident across the range of writing with a growing range of conjunctions (*as, because, when, while, which, until, that, but, and*) in several forms including statements, questions and exclamations. The pupil uses prepositions effectively to express time (*many moons ago, one day, on Christmas eve, after several hours of walking*) and place (*underneath the caves, across my bed, above his head*). Adverbs are used (*However, next, soon, then*). Expanded noun phrases are used to describe and add detail including the use of some effective similes to describe nouns (*heart as big as Jupiter, white as snow*). The pupil is showing an awareness of the reader.

Basic sentence punctuation is mostly accurate (full stops, question marks, exclamation marks and capital letters). There is some evidence of apostrophes for contracted forms and possession, but this would be a target area for the pupil. Some accurate use of inverted commas for direct speech is evident.

Tense is accurate and consistent in the sample of work considered and the pupil is able to use the progressive and perfect forms. **This evidences security in applying vocabulary, grammar and punctuation at Y3 national standard.**

### Transcription:

The pupil is able to spell most words accurately. Many of the taught patterns at Y3/4 are spelt correctly and some examples from the Y3/4 word list can be found in the sample (*breathe, build, natural, possible*). The determiner 'a' is used accurately but there is not an example of 'an' used in this sample.

The pupil is using greater consistency in letter size, orientation and joins since part one of the sample. **This evidences security in transcription at Y3 national standard.**

## **Working on Y3 national standard**

There are four completed pieces of work within this exemplification

### **Piece 1 – Report**

After studying the text 'The Snow Dragon' as a whole class, the pupil was asked to plan for and write a non-chronological report on snow dragons using information they had learned from the text.

### **Piece 2 – Narrative**

This story was a piece of cross-curricular writing completed as a 'cold task'. The whole class were read the story of 'Romulus and Remus' and were then asked to retell it in their own words.

### **Piece 3 – Informal diary**

The diary was written after returning from the Christmas holidays. In the previous term the class had studied suspense writing so the pupil was asked to apply suspense techniques into their diary.

### **Piece 4 – Narrative**

The class watched a clip from 'Percy Jackson and the Lightning Thief' and wrote Medusa character descriptions and setting descriptions based on the characters/scenery in the film. The pupil used these to create a full sequence of events.



Piece 1

Sequence ideas or events maintaining writing form e.g. headings for an information text  
C

Consistent use of 3<sup>rd</sup> person  
C

Present tense used appropriately and consistently  
GP

Consistent use of prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him)  
*across the world*  
*because of its size*  
*in freezing-cold ice palaces*  
*in ancient, abandoned caves*  
GP

Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)  
GP

Snow Dragons  
The snow dragon is a beautiful creature, which is adored by the vast majority of people across the world.  
What do they look like?  
The snow dragon's are as big as christ the redeemer from Brazil. The snow dragon is easy to spot because of it's size. When the snow dragon breathes, it breathes a blizzard of Ice-cold frost, which makes your bones shiver.  
Where do they live?  
Many snow dragon's like to live in freezing-cold Ice palaces. However, others live in ancient, abandoned caves, which some people say are haunted by terrifying, killer ghosts. Underneath the caves are goblins that listen to every step you make ...

Demonstrate some awareness of purpose through selection of relevant content  
C

Full stops and capital letters (including proper nouns)  
GP

Mostly accurate use of question marks  
GP

Sequence ideas or events and use adverbs and prepositions  
C

Expanded noun phrases to add description and detail  
GP

Mostly accurate use of commas to separate items in a list  
GP

Statements and questions create an appropriate effect  
GP

Start to use a varied and rich vocabulary – *adored*  
*majority*  
*blizzard*  
*abandoned*  
*terrifying*  
C

Spelling is mostly correct  
Most common exception words are spelt accurately  
Some words from the year 3/4 word list are spelt accurately - *breathe*  
Some accurate use of suffixes and prefixes - *terrifying, shiver, abandoned*  
T

Group related ideas in paragraphs.  
*What do they look like?*  
*Where do they live?*  
C

Piece 2

Consistent use of prepositions to express time, place and cause

*Many moons ago*  
*One day in Italy*  
*One day later*  
*One year later*  
GP

Complex sentences using a variety of conjunctions – when, while,

Adverbs to express time, place and cause  
GP

Spelling is mostly correct  
Most common exception words are spelt accurately  
Some words from the year 3/4 word list – build, natural, *possible*  
Some accurate use of suffixes and prefixes – *captured, friendly*  
T

Mostly accurate use of full stops and capital letters (including proper nouns)  
GP

Plan using the features of the given form  
C

Create characters, setting and plot in narrative writing  
C

Many moons ago, there were two twin boys called Romulus and Remus. One day in Italy, The King put the twins in a basket and put them in the river Tiber because one day overtake him. While they were floating in the water they met a kind, friendly dragon. It had razor sharp teeth but a heart as big as Jupiter.

One day later a few shephards came and raised them as thier own children. The shephards had at hearts as warm as the sun. When the boys grew up, they became natural leaders. The next day, Remus was captured ... As soon as possible, he ran Romulus to Remus and said "you captured my brother" die today king, slice! One year later, they agreed to build there own city. Romulus wanted the city on one hill, but Remus wanted the city on the other hill. Romulus went and made his wall on the hill. While Rommulus wasnt looking, Remus jumped over the wall to show how easy it was to get over it. Romulus for to angry and violenly killed Remus ... Remonus never saw the caring dragon again.

Expanded noun phrases to add description and detail  
GP

Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)  
GP

Confidently use progressive form of verbs – *were floating*  
GP

A full sequence of events, dilemma/conflict and resolution  
C

Piece 3

Consistent use of 1<sup>st</sup> person  
C

Mostly accurate use of apostrophes for contracted forms  
GP

Statements and exclamations create an appropriate effect  
GP

Mostly accurate use of full stops and capital letters (including proper nouns)  
GP

Yo Diary,  
Well what a brilliant holliday it has been!  
As I sit here in my cosy, warm bed I'm still thinking of Christmas eve when father Christmas came to give me my new, clean ... BMX!  
On Christmas eve past I was snuggled up in my warm springy bed so excited for the next day ... christmas! The moon sliced across my bed like white swirls. My feet were toasty. The next day, I woke up so exited. So I crept outside my room, put my hand on the banester and quietly put one Foot infront of the other, until I reached the bottom. I tiptoed to the door with thouts rushing through my mind. and I opened the door silently. an I walked in and opened my present. what was it ... A BMX!  
See ya Dude!

Start to use a varied and rich vocabulary – sliced toasty tiptoed like white swirls  
C

Mostly accurate use of exclamations marks  
GP

Expanded noun phrases to add description and detail  
GP

Begin to evaluate the effectiveness of own writing, suggesting grammar and vocabulary improvements  
C

Prepositions to express time, place and cause  
*On Christmas eve*  
*The next day*  
*infront of the other*  
*until I reached the bottom*  
GP

Confidently use progressive form of verbs – I'm (still) thinking  
GP

Piece 4

In narrative, write an opening paragraph and further paragraphs for each stage.  
C

Create characters, setting and plot in narrative writing  
C

Expanded noun phrases to add description and detail  
GP

Percy and Medusa

Many spins of the world ago, there lived a seventeen year old teen called Percy, He had bright blue hair like Dantom (The Diamond Minecart). His tunic was as white as snow. He also had leaf-green eyes and curved eyelashes.

One miserable, damp morning, Percy was invited to a dinner party with the King of neptune and the world. However he forgot to bring him a gift. So the king ordered that Percy would set off and get the head of a gorgon called...Medusa, for his gift. So Percy dimly set of on his mission.

After several hours of walking, he reached at a lair. He wondered why there was were so many statues of people everywhere around him... He noticed it was Medusa's lair. Above his head where se stone covered birds sitting silent on a curly, twisted bench sticking of a cold, dry tree.

"You should not have travelled for so long for this moment," came a witherly whisper...It was Medusa... He slung his dagger out of his holder and followed the voice. He shut his eyes tightly and whipped his sword at her neck. He missed. He swung ^again like his life depended on it and chopped her head clean of. He slowly knelt down, picked it up to take back to the palace.

Several hours later, he arrived at the golden, mythical palace in the middle of the city. Percy proudly and greatfuly smacked the door open ^When he lifted up the head.

Reread to check for meaning and tense form  
C

Some accurate use of apostrophes for possession with singular nouns  
GP

Prepositions to express time, place and cause  
*Many spins of the world ago*  
*One miserable, damp morning*  
*After several hours of walking*  
GP

Some dialogue to show the relationship between two characters  
C

Some use of inverted commas to punctuate direct speech  
GP

Spelling is mostly correct  
Some words from the Y3/4 are spelt accurately – 'i sound spelt with a y' *mythical*  
'tion sounding words' *mission*  
Some accurate use of suffixes and prefixes – *followed, depended, proudly, tightly*  
T

A full sequence of events, dilemma/conflict and resolution  
C