

Wednesday 1st May 2024

Assessed piece

WALT: write a recount of events as a young villager.



Today was the worst day of my life. I ~~all~~ started ~~when~~ we were in the hut last night. Chief Bonyo ~~look~~ the news we have to leave the island. I really didn't want to, but we have to listen to the Chief. Luckily I have ~~supportive~~ friends. She Amy ~~whispered~~, "It will be a big adventure." So I took her ~~advise~~ and carried on. ~~Earlier~~ that day, I ~~saw~~ ^{saw} Chief Bonyo and ran over to ask him, "Are you sure you're making the right decision?" I said, "Yes ~~don't~~ ^{again} worry." I said Chief Bonyo, "I was getting worried ^{again} we have tried everything but nothing will work. I know something is god wrong and I'm going to fix it. The mountain is going to awake."

~~Later that day~~, I saw islanders packing the boat and I had to join in. For ~~the last time~~, I visited my bedroom ^{and} all my clothes were packed in a bag. I didn't want to leave my animals. Jeremy was my goat and I ~~secretly~~ ^{brought} ~~bring~~ it on my boat. The ~~ripest~~ ^{best} fruit we could ~~find~~ were the ones going on the boat. There were 3 bags of bananas, 4 bags of mangoes and 2 bags of papas. The rest of the fruit was ~~on~~ ^{on} the other boats. Chief Bonyo ~~was~~ ^{was} ~~bringing~~ ^{bringing}.

a few ^{chickens} chickens too. all of them were
~~skwacking~~ loudly. We put our slower gals
^{garlings} ~~in~~ ^{on} the boat. ~~Eventhough~~ I was upset,
I told my friend. When we get to the
island you'll forget this ever ^{happened} happened.

~~As a tear fell from my eye, I hoped~~
onto the boat ^{to see} and watched Chief Bonjo push
the boats out ^{to sea} and waved goodbye to I my
~~first ever home.~~ ✓

Teacher assessment framework at the end of Year 3 - writing

Working towards the expected standard

The pupil can write for different purposes, with some structure and/or organisational devices:

- spelling **most** words in line with the Year 2 expectations making phonetically plausible attempts at spelling and spelling common exception words correctly and **some** words accurately in line with Year 3 expectations e.g. words from the Year 3/4 word list/ adding prefixes and suffixes e.g. -ment, -ness, -ful, -less, -ly/ homophones / words which are in a word family
- demarcating **most** sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- 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

Working at the expected standard

The pupil can write for different purposes, with a clear structure and/or organisational devices:

- spelling **most** words accurately in line with Year 3 expectations, e.g. adding prefixes and suffixes to spell many words correctly/ spelling many homophones correctly/ spelling many words from the Year 3/4 word list correctly/ spelling many words which are in a family correctly
- using diagonal and horizontal strokes to join letters
- using a range of sentences with more than one clause
- expressing time, place and cause by using conjunctions, adverbs and prepositions
- composing sentences using a wider range of structures
- using the full range of punctuation taught at key stage 1 (. , ! ? ') plus inverted commas to punctuate direct speech mostly correctly

Working at greater depth within the expected standard

The pupil can write for different purposes, with a clear structure and/or organisational devices:

- spelling consistently accurately in line with Year 3 expectations
- writing with an awareness of audience and purpose as appropriate for Year 3
- selecting the correct formality for the piece of writing
- varying the use of adjectives and adverbs to create particular effects
- attempting to make links between paragraphs
- using detail and vocabulary to interest and engage the reader
- using strong verbs to give information about a character
- using adverbials of time and place to open sentences. For example – One misty morning..., On the far side of the forest...

