

Overall Assessment:			Year 3			Name:	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1
WT	Spelling most common exception words (Y2)										
WT	Spelling most words with contracted forms (Y2)										
WT	Using the following punctuation marks correctly:	Capital letter	.	?	!	, for lists					
WT	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].										
WT	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.										
WT	Use legible handwriting to communicate ideas										
WA	Proof-read for some spelling and punctuation errors										
WA	Beginning to use inverted commas to punctuate direct speech.										
WA	Organising simple paragraphs around a theme.										
WA	Creating simple settings, characters and plot in narratives.										
WA	Beginning to place the possessive apostrophe accurately in words with regular plurals (e.g.boys', girls') and in words with irregular plurals (e.g. children's)										
WA	Using conjunctions, adverbs and prepositions to express time and cause.										
WA	Using the present perfect form of verbs in contrast to the past tense: Using the perfect form of verbs using 'have' and 'had' to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!										
WA	Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]										
WA	Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.										
GD	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].										
GD	Spell further homophones										
GD	Using commas for clarity										
GD	Understanding paragraphs as a way to group related material.										
GD	Using headings and sub headings to aid presentation										