



| STANDARD 4: Year 3/P4 | | | | | | | |
|-----------------------|---|-------------------|----------|----------|----------|----------|----------|
| Date: | | Evidence • / X | | | | | |
| No. | Criteria | Names | | | | | |
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Can produce work which is organized, imaginative and clear (e.g. simple opening and ending). | | | | | | |
| 2 | Can usually join their handwriting. | | | | | | |
| 3 | Can use a range of chosen forms appropriately and consistently. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three text forms. If it is another genre, it can be ticked). | | | | | | |
| 4 | Can adapt their chosen form to the audience (e.g. provide information about characters or setting, make a series of points, use brackets for asides, etc.). | | | | | | |
| 5 | Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science). | | | | | | |
| 6 | Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). | | | | | | |
| 7 | Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well). | | | | | | |
| 8 | Can usually use correct grammatical structures in sentences (nouns and verbs generally agree). | | | | | | |
| 9 | Can use pronouns appropriately to avoid the awkward repetition of nouns. | | | | | | |
| 10 | Can use most punctuation accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe. | | | | | | |
| 11 | Can structure and organize work clearly (e.g. beginning, middle, end; letter structure; dialogue structure). | | | | | | |
| 12 | Is beginning to use paragraphs. | | | | | | |
| 13 | Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries, etc.). | | | | | | |
| 14 | Can write neatly, legibly and accurately, mainly in a joined style. | | | | | | |
| 15 | Can use adjectives and adverbs for description. | | | | | | |
| 16 | Can spell phonetically regular or familiar common polysyllabic words accurately (sometimes for the 'Developing' category) and most or all of the Year 3 High Frequency Words and the Year 3 words in the National Curriculum Appendix 1. | | | | | | |



Oxford Writing Criterion Scale

You can find further information on using the Oxford Writing Criterion Scale in **Oxford Primary Writing Assessment** which can be found at www.oxfordprimary.co.uk.

| STANDARD 4: Year 3/P4 | | | | | | |
|-----------------------|--|------------------------|--|--|--|--|
| Date: | | Evidence? (✓, X, ●) | | | | |
| No. Criteria | | Names | | | | |
| | | | | | | |
| 17 | Can develop characters and describe settings, feelings and/or emotions, etc. | | | | | |
| 18 | Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, etc) | | | | | |
| 19 | Can attempt to give opinion, interest or humour through detail. | | | | | |
| 20 | Can use generalizing words for style (e.g. sometimes, never, always, often, mainly, mostly, generally, etc.) and/or modal verbs/ the conditional tense (e.g. might do it, may go, could rain, should win). | | | | | |
| 21 | Is beginning to develop a sense of pace (writing is lively and interesting). | | | | | |

| Assessment score | |
|--|--|
| 0–5 ticks = not yet working at this Standard; review against Standard 3. 6–9 ticks = Developing 10–17 ticks = Secure | 18–21 ticks = Advanced Assessment point: children with 19 or more ticks may be assessed against Standard 5. |