

**educationGateshead ASSESSMENT PROFILE (G.A.P)
YEAR 3**

STAGE C: Typical Range of Year 3 Attainment			
	Beginning to develop Year 3 expectations	Embedding understanding of Y3 expectations	Securely demonstrates application of Y3 expectations
Sentence Structure	Developing the use of subordination by beginning to use a wider range of subordinating conjunctions (e.g. <i>when, before, after, if, because</i>) e.g. <i>They went to the cinema after they had their dinner.</i> Beginning to use adverbs within a sentence to show when and how (e.g. then, next, soon, eventually, surprisingly) Beginning to use prepositions to show: <ul style="list-style-type: none"> • Place – <i>under, between, near, in, on</i> e.g. <i>The parcel was placed in the bin near the car.</i> • Time – <i>during, before, after</i> e.g. <i>They went to the cinema after their dinner.</i> • Relationships – <i>with, from, of, because of</i> e.g. <i>She decided to leave because of the noise. The safe exploded with a bang.</i> 	Usually uses a range of subordinating conjunctions Usually uses a range of adverbs (both to start and within sentences) Usually uses prepositions	Uses conjunctions, adverbs and prepositions to express time and cause Able to use the variety of sentence openers previously taught
			Able to use a variety of sentence types including: simple, compound, and complex
	Sometimes uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Usually uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Mostly uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel!
			Uses the present perfect form (ppf) of verbs (have or has) instead of the simple past e.g. <i>He has gone out to play (ppf) contrasted with <i>He went out to play.(pt)</i></i> <i>I have known Julie for 3 years (ppf – suggesting I still know her now) instead of I knew Julie for 3 years (pt-placing it in the past – we are no longer in touch)</i> <i>Crocodiles have lived on Earth for thousands of years. (ppf)</i> <i>Dinosaurs lived on Earth for thousands of years. (pt)</i>
Punctuation		Sentences are mostly demarcated including: full stops, question marks, exclamation marks and capital letters	*Consistent use of full stops, capital letters, exclamation marks and question marks
	Commas mostly used in lists		Consistent use of commas in lists
	*Mostly uses apostrophes to show contracted forms *Usually uses apostrophes to show singular possession e.g. <i>The girl's book</i>	Mostly uses apostrophes to show singular possession e.g. <i>The girl's book</i>	Consistently uses apostrophes to show contracted forms and singular possession
	Beginning to use inverted commas in given examples and directed guided writing tasks		Sometimes uses inverted commas to demarcate speech (in independent writing)

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	Beginning to develop Year 3 expectations	Embedding understanding of Y3 expectations	Securely demonstrates application of Y3 expectations
Text Structure & Organisation		Clear text structure evident (depending on genre)	Clear text structure (depending on genre) and all sections are related
	*Relevant ideas grouped together *Sometimes ideas are organised in sections (i.e. events are in chronological order and each event is expanded on-creating a section)	Ideas are usually organised in sections	Ideas are consistently organised in sections OR Beginning to use paragraphs to group related material
	Will use headings and subheadings in given examples and guided writing tasks	Evidence of applying understanding of headings and sub-headings in independent tasks	Will use headings and subheadings with greater accuracy to aid presentation (in non-fiction writing)
Composition & Effect	*Expanded noun phrases are used for description or to make specific information clear e.g. <i>the big, brown dog, the salted butter, Danny was not a <u>bad runner</u>...</i> *Consistently uses adventurous word choices to add additional detail (appropriate to task)	Some use of adverbs to add detail/description/explanation to events, e.g. <i>The dinner was extremely tasty. The dog greedily ate the sloppy sauce.</i>	Some detail / description / explanation to events expanded through careful choice of vocabulary, e.g. <i>The hot school dinner was delicious, The long run was tiring and her breathing became heavier and heavier.</i> Creates settings and characters (in narrative)
	Characterisation is conveyed through description where appropriate	Characterisation is sometimes conveyed through dialogue i.e. deliberately used speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way (see punctuation descriptors above – may not demarcate consistently with inverted commas but dialogue is used to add to the story/character)	Narrative writing has some balance between description and dialogue to move the story on
	Writing features are sometimes appropriate to the task, e.g. <i>Imperative verbs in instructions, dialogue in a story</i>		Writing features are usually appropriate to the task
Handwriting	Use the horizontal strokes needed to join letters Understand which letters, when adjacent to each other, are best left un-joined Consistency and control of letter size (down strokes of letters are parallel, well- spaced and ascenders and descenders do not touch)		