

Class Assessment Sheet

Literacy: Year 3 Term 3

Target: Use the grammatical features of fiction and non-fiction texts consistently, e.g. use of first or third person, agreement between pronouns and verbs.

Learning Outcomes	Children who have not made as much progress:	Planned Action	Children who have progressed further:	Planned Action:
<p>Sentence 2: I identifies pronouns and understands their functions in sentences through:</p> <p>a) Noticing in speech and reading how they stand in place of nouns;</p>				
<p>Sentence 2: I identifies pronouns and understands their functions in sentences through:</p> <p>b) Substituting pronouns for common and proper nouns in own writing;</p>				
<p>Sentence 2: I identifies pronouns and understands their functions in sentences through:</p> <p>c) Distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>;</p>				
<p>Sentence 2: I identifies pronouns and understands their functions in sentences through:</p> <p>d) Distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;</p>				
<p>Sentence 2: I identifies pronouns and understands their functions in sentences through:</p> <p>e) Investigating how pronouns are used to mark gender: <i>he, she, they</i>, etc.,</p>				
<p>Sentence 3 Ensures grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English;</p>				
<p>Sentence 5: Knows how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to <i>'and'</i> and <i>'then'</i>, e.g.: <i>if, so, while, though, since, when</i>;</p>				
<p>Text 2: Refers to significant aspects of the text, e.g. opening, build-up, atmosphere, and knows language is used to create these, e.g. use of adjectives for description;</p>				
<p>Text 3: Distinguishes between 1st and 3rd person accounts;</p>				
<p>Text 11: Writes openings to stories or chapters linked to or arising from reading; focuses on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;</p>				
<p>Text 12: Writes a first person account, e.g. writes a character's own account of incident in story read</p>				