

YEAR 3
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can discuss writing similar to that I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can often compose and rehearse sentences orally using a wider range of structures and vocabulary.

I can often write a narrative with a clear structure, setting, characters and plot.

I can organise non-narrative using simple devices such as headings and sub-headings.

I can often group my ideas into different sections.

I can often group my ideas into paragraphs.

I can often evaluate and edit my work for improvements to grammar and vocabulary.

I can often peer assess others' writing and suggest improvements.

I can proof-read my writing for mistakes in my spelling and punctuation.

I can read aloud my own writing using intonation, tone and volume.

I can use the correct vocabulary to discuss the grammar I am using.

Vocabulary and Grammar

I can use coordination (or, and, but, so).

I am beginning to extend the range of sentences with more than one clause using a wider range of conjunctions e.g. when, before, after, if, because, although.

I can often use the perfect form of verbs.

I can use nouns or pronouns appropriately for clarity and to avoid repetition.

I can often use adjectives to modify the noun (expanded noun phrases).

I can often use adverbs to express time and cause.

I can often use fronted adverbials (e.g. Yesterday, in the park. So...)

I can confidently use prepositions to express time and cause.

I consistently use the present tense and past tense correctly (most of the time).

I can use the correct vocabulary to discuss the grammar I am using.

Punctuation

I can consistently use full stops to end a sentence.

I can consistently use capital letters to start a sentence.

I can correctly use question marks and/ or exclamation marks.

I can use commas to separate items in a list.

I can use apostrophes for possession with singular and plural nouns.

I can often use commas after fronted adverbials (e.g. Then, At home,)

I can often use and punctuate direct speech.

Handwriting

I can consistently form upper and lower-case letters of the correct size.

I can consistently join most letters and know which letters, when adjacent to each other, are best left unjoined.

I am usually writing neatly and clearly.

Spelling

I am beginning to apply spelling rules for suffixes (e.g. forgetting, beginner) and also 'sion, ly, ous.

I am beginning to apply prefixes (e.g. dis mis in etc.).

I can use my knowledge of alternative phonemes for accurate spelling (e.g. road, rode).

I am beginning to spell the commonly mis-spelt words from the Y3/4 word list.

I am beginning to use a dictionary accurately.