



Working together today
for a brighter tomorrow

Wood End Primary School Year 3 Writing Targets

Experienced

Achieved

Fluency

Spelling

- 1) I can use prefixes dis-, mis-, re- , bi-
- 2) I can use a range of prefixes to form nouns – sub, - anti, - auto,- super
- 3) I can add suffixes beginning with vowel letters to words of more than one syllable (forgetting, preferred, gardening, limited)
- 4) I can use the suffix -ly.
- 5) I can spell most Year 1 and 2 exception words correctly.
- 6) I can spell some Year 3 and 4 exception words correctly.
- 7) I can spell words which sound the same but have different meanings - homophones and near homophones (break/brake, fair/fare, grate/great, groan/grown)
- 8) I can use my knowledge of word families to help me spell related words
- 9) I can use a range of spelling rules taught at Year 3.
- 10) I am beginning to use the first three or four letters (consonants and vowels) of a word to check its spelling in a dictionary.
- 11) I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Handwriting

- 12) I can write ascenders and descenders clearly.
- 13) I can use legible joined up handwriting for most letters.
- 14) I can use diagonal and horizontal strokes that are needed to join letters and know which letters, when they are next to one another, are best left un-joined.
- 15) I can write so that most of my handwriting is consistent: vertical lines are parallel and in proportion. My writing is spaced properly so that my letters do not overlap.

Composition

- 16) I can plan my writing by discussing it and talking about how to improve it using the examples from other writers that I like
- 17) I can plan my writing by talking about the important parts to have in a story, poem or non-fiction piece.
- 18) I can select some of the right language for the genre
- 19) I am beginning to write formally (choosing contraction use or expanded form)
- 20) I can use paragraphs to organise my writing so that blocks of text group related material.
- 21) I can use some cohesive devices across sentences and paragraphs (pronouns and nouns)
- 22) I can write narrative texts that create descriptive settings, characters and plots.
- 23) I can use some figurative language for effect (similes)
- 24) I am beginning to use mixed sentence lengths for effect (longer for build- up, shorter for action)
- 25) I can write non-narrative texts such as instructions, using headings and subheadings to organise my work.
- 26) I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
- 27) I can read my work out to a group with confidence and make sure it sounds interesting, using the right volume and tone of voice.
- 28) I can re-write my work making improvements by saying the work out loud, using the best words I know and making sure I 'use conjunctions such as when, before, after, while and use'

Vocabulary, Grammar and Punctuation						
29) I can use capital letters, full stops, questions marks and exclamation marks correctly.						
30) I can understand when to use 'a', or 'an' in front of a word.						
31) I can use commas in a list correctly.						
32) I can use commas for clarity i.e. subordinate clauses						
33) I can spell most contracted words with an apostrophe.						
34) I can use apostrophes for singular possession						
35) I can sometimes use inverted commas/speech marks.						
36) I can use different verbs other than 'said' in my dialogue.						
37) I can use some expanded noun phrases with pre and post modifiers, eg a small, blue coat with white spots.						
38) I can use present and past tense correctly and some use of the perfect form. (He had eaten his breakfast too quickly)						
39) I can use a variety of co-ordinating conjunctions (or, and, but, so, yet)						
+0) I can use a variety of subordinating conjunctions (when, if, that, because, after, before, though, while)						
+1) I am beginning to use a range of different sentence openers e.g. adverbs, subordinate conjunctions, 2 adjectives						
+2) I am beginning to select some ambitious appropriate vocabulary						
+3) I can use adverbials to show time, place, manner or reason.						
+4) I can use preposition such as before, after, during, in and because.						
I can maintain features of the genre throughout the piece GDS						
I can select the appropriate verb form GDS						
I can make vocabulary and grammatical choices for effect GDS						
I can draw on my reading and use as a model for my writing GDS						
I can control the level of formality of my writing through vocabulary choices, use of contractions GDS						
I can use the range of punctuation taught at Yrs 1-3 mostly correctly (including punctuation of direct speech) GDS						