

Name:



Writing Year 3

Handwriting
<ul style="list-style-type: none"> Can correctly use all diagonal and horizontal strokes to join letters and understand which letters are best left unjoined. (<i>at least 90% of the writing is joined</i>). Ascenders and descenders are parallel and equidistant. From memory can write simple sentences, dictated by the teacher, legibly and with some speed including words and punctuation taught so far (increased fluency - back of books)
Grammar
<ul style="list-style-type: none"> Can extend my sentences with more than one clause by using a wider range of connectives (<i>e.g when, if, because, although, after, before, unless, while, whenever</i>). Can use a and an correctly. Beginning to identify the main and subordinate clause in a complex sentence. Can use conjunctions, adverbs and prepositions to express time and cause. Can use these words when talking about my writing: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas. Can identify a simple, compound and complex sentence. Beginning to vary tense forms appropriately (<i>he has gone out to play/he went to play/he will go out to play</i>). Can select the correct relative pronoun.
Punctuation
<ul style="list-style-type: none"> Can use full stops, capital letters, exclamation marks and question marks (95%) Can punctuate simple, direct speech (<i>e.g. 'Help!' said Jim - 5 point rule</i>)
Composition
<ul style="list-style-type: none"> Beginning to use correctly punctuated speech to move a story forward. Can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition (including possessive pronouns) Can use appropriate similes for effect. Can use fronted adverbials. Can write for different reasons and use different text types (refer to mapping). Beginning to use a variety of sentences (<i>simple, compound and complex sentences</i>). Can plan their own writing, with some support, using structure, grammar and vocabulary from a given model. Can organise paragraphs about a theme. Can sequence their work without omitting ideas/events. Can create characters, settings and plots. Can use simple organisational devices in non-fiction texts such as headings and subheadings. Can proof read for sense, spelling and punctuation errors and make improvements.
Vocabulary
<ul style="list-style-type: none"> Can use rich, specific vocabulary (<i>got, big massive, colossal, big</i>) Can use some words for effect.
Spelling
<ul style="list-style-type: none"> Can spell at least 50% Y3/Y4 of words correctly in my writing (see sheet) Can select the correct homophones. Begin to understand the etymology of some words (see appendix). Can use the first 2/3 letters of a word to check its spelling in a dictionary.
Mastery

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