

Name:



Writing Year 3

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

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