



Yorkmead School Year 3 Writing Targets

Write for Success - Write for Life

	Emerging	Expected	Exceeding
Spelling	<p>I can spell a range of words correctly from memory.</p> <p>I can spell the first 300 HFWs.</p> <p>I can check and correct my spelling.</p>	<p>I can use a range of sources to select and check vocabulary.</p> <p>I can write words with suffixes -ing, -er, -en, -ed.</p> <p>I can spell prefixes dis-, mis-, in-, ir-, il-, im-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>Words ending -ation, -sure, -ture, -ly.</p> <p>I can write simple sentences dictated by the teacher.</p>	<p>I can check and correct my spelling.</p> <p>I can use a thesaurus to find adventurous words when adding detail to my writing.</p>
Sentence and Text Structure	<p>I can start my sentences in different ways, e.g. use time words, connectives, 'first', 'then', 'next' and 'after'.</p> <p>I can link my ideas, using connectives, e.g. 'since', 'although', 'also' and 'because'.</p>	<p>I can rehearse sentences orally, building a range of sentence structures.</p> <p>I can link my ideas, using connectives, e.g. 'also', 'if', 'after', 'when', 'as well as', 'however' and 'although'.</p> <p>I can make sure that parts of my writing follow each other in a sensible order.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>I can check my work, including sentence structure, spelling and punctuation.</p> <p>I can use the correct style of writing for the purpose, e.g. report, letter, instructions.</p> <p>I can maintain a clear structure to my writing.</p>
Punctuation and Grammar	<p>I can always use capital letters and full stops correctly.</p> <p>I can use question marks and commas in lists.</p>	<p>I can use ? and commas in lists.</p> <p>I can use speech marks.</p> <p>I can use exclamation marks.</p> <p>I can use apostrophes for omission.</p> <p>I can put a comma after a fronted adverbial.</p>	<p>I can accurately use capital letters, full stops and question marks.</p> <p>I can use a wider range of punctuation in my writing e.g. ? , ! " ' .</p>

<p>Composition and Effect</p>	<p>I can use adjectives and adverbs to describe people and places. I can understand and use features of story and non-fiction writing. I can write for different purposes, e.g. story, instructions, reports and letters.</p>	<p>I can compose and rehearse sentences orally, building a varied and rich vocabulary. I can write reports, instructions, letters, stories and poems. I can change my writing to include features of the genre or text. In non-fiction writing, I can use simple organisational devices. I can keep a clear structure to my writing. I can use varied and interesting words. I can make sure the audience understands my writing, (e.g. provide information about character or setting). I can develop and extend my writing by adding appropriate detail. I can assess the effectiveness of my own and others' writing, suggesting improvements.</p>	<p>I can use nouns (naming words) and verbs (doing words) that make sense together. I can make my writing more interesting. I can describe characters and nouns in more detail. I can start to describe characters' feelings and emotions. I can include some conversation in my stories. I can read my writing aloud with appropriate intonation and awareness of the audience.</p>
<p>Handwriting</p>	<p>I can begin to join my writing.</p>	<p>I can use some diagonal and horizontal joins. I can write in a neat and consistent style.</p>	<p>I can neatly join my writing.</p>

Developed by Andie Crane July 2014