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)							
	40) I can use a variety of subordinating conjunctions (when, if, that, because, after, before, though, while)							
	41) I am beginning to use a range of different sentence openers e.g. adverbs, subordinate conjunctions, 2 adjectives							
	42) I am beginning to select some ambitious appropriate vocabulary							
	43) I can use adverbials to show time, place, manner or reason.							
	44) 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							