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|  | Year 3 Targets: Expected | Target achieved |
|  | Writing demonstrates a mix of sentence structures, including some subordinate clauses, and ideas are beginning to be grouped into paragraphs. Some adverbials, adjectives and prepositions are used to add detail within correctly punctuated sentences (including question and exclamation marks and some apostrophes for contraction and singular possession). An increasingly varied and rich vocabulary is starting to develop. Inverted commas may be used to punctuate speech. Past and present tenses are used mostly correctly with some use of other verb forms and subject-verb agreement is mostly correct. In narrative, settings, character & plots are created. Simple organisational devices are used in non-fiction. Prefixes, suffixes and homophones are mostly spelt correctly (for those rules taught in Year 3). Handwriting is joined and becoming more legible and consistent. |
|  | **Spelling:** |
|  | To spell using Y3 patterns and rules. |  |  |  |
|  | To check spelling using a dictionary. |  |  |  |
|  | To use homophones, prefixes, suffixes and words often misspelt. |  |  |  |
|  | **Handwriting and Presentation:** |
|  | To ensure handwriting is legible and joined with clear ascenders and descenders |  |  |  |
|  | **Composition:** |
|  | Plan their writing through; |  |
| 1. Looking at similar texts and their structure
 |  |  |  |
| 1. discussion and recording of ideas
 |  |  |  |
| 1. use rich, ambitious and relevant topic vocab.
 |  |  |  |
| 1. organise ideas into paragraphs
 |  |  |  |
|  | Draft and write: |  |
| 1. use simple organisational devices
 |  |  |  |
| 1. use rich, ambitious and relevant topic vocab.
 |  |  |  |
| 1. use an increasing range of sentences to create atmosphere, character, setting and plot
 |  |  |  |
| 1. organise into paragraphs
 |  |  |  |
|  | Evaluate and Edit: |  |
| 1. assessing effectiveness of own writing
 |  |  |  |
| 1. making changes to grammar, punctuation and vocab in their own writing.
 |  |  |  |
|  | Vocab, grammar and punctuation; |  |
|  | 1. range of sentences with more than one clause including the use of following conjunctions: when, if because, although
 |  |  |  |
|  | 1. use present prefect form of verbs in contrast to past tense
 |  |  |  |
|  | 1. choosing nouns/pronouns for clarity and cohesion
 |  |  |  |
|  | 1. using adjectives, conjunctions, adverbs and prepositions to express time and cause.
 |  |  |  |
|  | 1. use fronted adverbials with a comma
 |  |  |  |
|  | 1. To use apostrophes for contraction and possession
 |  |  |  |
|  | 1. To use a variety of punctuation including **. , ? ! ‘ A**
 |  |  |  |
|  | 1. using and punctuating direct speech.
 |  |  |  |
|  | 1. Use noun phrases expanded by the addition of modifying adjectives, noun and preposition phrases e.g ‘The teacher…’ becomes ‘The strict maths teacher with curly hair…’
 |  |  |  |
|  | 1. Understand and use a range of determiners; a, an, the, numerical, possession
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|  | Y3 Target: Greater Depth | Target achieved |
|  | **The pupil can:** |
|  | * write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
 |  |  |  |
|  | * distinguish between the language of speech and writing3 and choose the appropriate register
 |  |  |  |
|  | * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
 |  |  |  |
|  | * use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
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