

YEAR 3 WRITING TARGET MAP

I plan my writing by looking at similar texts I have written before - discussing the structure, vocabulary and grammar.

I am able to use ideas to plan my writing.

I am using an increasing range of sentence structures and richer vocabulary in my writing, including dialogue.

I can draft my work into paragraphs.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can edit my own work and that of others and add improvements to the texts.

I can make improvements to grammar, vocabulary and punctuation (e.g. ensuring accurate use of pronouns).

I can proof-read to check for errors in spelling and punctuation.

I can read my writing out to an audience in an interesting and clear manner.

Y3&4 COMPOSITION

In handwriting, I know which letters are appropriate to join.

My handwriting is legible and consistent (e.g. strokes of letters are parallel; lines are spaced well so that ascenders & descenders do not touch.)

I use the diagonal and horizontal strokes that are needed to join letters.

Y3&4 HANDWRITING

Y3&4 SPELLING

I can spell words with prefixes and suffixes and can use them in my writing.

I recognise and spell homophones.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can write simple sentences from memory that have been dictated to me, using the correct punctuation.

Y3 GRAMMAR

I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.

I understand how to use the present perfect form of verbs (e.g. I have been to France) which contrast to the past tense (e.g. I went to France) in my writing.

I can use the grammar rules set out in the Year 3 grammar list.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I can add prefixes to form new words, (e.g. super-, anti- or auto-) to words I already know.

I know when to use 'a' or 'an' depending on what the next word begins with.

I know about word families (e.g. solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.

I group related ideas I write about into paragraphs.

I use headings and sub-headings to structure and present my work.

I know that inverted commas are used to open and close what someone is saying in a text.