

Year 3

| Teacher | | | Targets - 'I can...' | Pupil | | |
|-------------------|--|--|--|-------|--|--|
| WRITING | | | | | | |
| EMERGING | | | | | | |
| | | | Evaluate the effectiveness of own and others' writing, sometimes through reading work aloud. | | | |
| | | | Proof-read for spelling and punctuation errors. | | | |
| | | | Use paragraphs to group related ideas and information. | | | |
| | | | Use conjunctions, adverbs and prepositions to express time. | | | |
| | | | Almost always accurately use full stops, capital letters, exclamation marks and question marks | | | |
| | | | Spell some of the common exception words from Y3/4 list increasingly accurately | | | |
| | | | Accurately spell words with the suffixes –ing, -er, ed, -en and -ation | | | |
| DEVELOPING | | | | | | |
| | | | Evaluate of the effectiveness of own and others' writing, sometimes through reading work aloud, to suggest improvements to vocabulary. | | | |
| | | | Use Adventurous words and language choices, appropriate to the style and purpose of the text. | | | |
| | | | Use inverted commas, but not always accurately. | | | |
| | | | Spell approximately ½ the common exception words from Y3/4 list increasingly accurately. | | | |
| | | | Accurately spell word with the suffix –ly | | | |
| | | | Show in my writing that I understand the difference between standard and non-standard English e.g. dialogue for characters. | | | |
| | | | More confidently use and understand the grammatical terminology for Y3 when discussing my writing and reading. | | | |
| | | | Accurately spell word with the prefixes un-, dis-, mis- and in- | | | |
| SECURE | | | | | | |
| | | | Make some choices of vocabulary, through composing and rehearsing sentences orally when drafting. | | | |
| | | | Create settings, characters and plots when planning | | | |
| | | | Evaluate of the effectiveness of own and others' writing, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary. | | | |
| | | | Use conjunctions, adverbs and prepositions to express time, place or cause. | | | |
| | | | Attempt to engage the reader through detail or word choices. | | | |
| | | | Show a balance and an attempt to create pace in narrative writing. | | | |
| | | | Use and understand the grammatical terminology in Y3 accurately and appropriately when discussing my writing and reading. | | | |
| | | | Write from memory simple sentences dictated by the teacher that include words and punctuation | | | |
| | | | Accurately spell word with the suffixes –sure, -ture and –sion | | | |
| | | | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined | | | |