

|                                                                                                |    |    |     |     |     |     |  |
|------------------------------------------------------------------------------------------------|----|----|-----|-----|-----|-----|--|
| Name _____                                                                                     |    |    |     |     |     |     |  |
| Year 3 Writing                                                                                 |    |    |     |     |     |     |  |
| <b>Developing</b>                                                                              | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |  |
| <b>Transcription</b>                                                                           |    |    |     |     |     |     |  |
| I can attempt to join my handwriting.                                                          |    |    |     |     |     |     |  |
| I can often spell words with common prefixes/suffixes (eg. ing, ed, un)                        |    |    |     |     |     |     |  |
| I can apply all spelling rules from KS1 spellings.                                             |    |    |     |     |     |     |  |
| <b>Composition</b>                                                                             |    |    |     |     |     |     |  |
| I can link ideas and events to create flow.                                                    |    |    |     |     |     |     |  |
| I can start to match organisation to purpose (eg recognise audience and purpose)               |    |    |     |     |     |     |  |
| I can produce work with a clear structure                                                      |    |    |     |     |     |     |  |
| <b>Vocabulary, punctuation and grammar</b>                                                     |    |    |     |     |     |     |  |
| I can sometimes use interesting/ambitious/genre specific vocabulary.                           |    |    |     |     |     |     |  |
| I can consistently use past and present tense correctly.                                       |    |    |     |     |     |     |  |
| I can use apostrophes to mark omission and possession.                                         |    |    |     |     |     |     |  |
| I can use prepositions.                                                                        |    |    |     |     |     |     |  |
| I CAN USE CAPITAL LETTERS AND FULL STOPS CONSISTENTLY TO DEMARCATE SENTENCES.                  |    |    |     |     |     |     |  |
| <b>Secure</b>                                                                                  |    |    |     |     |     |     |  |
| <b>Transcription</b>                                                                           |    |    |     |     |     |     |  |
| I can use a range of prefixes (super-, anti-, auto-, re-, dis-, in-).                          |    |    |     |     |     |     |  |
| I can use a range of suffixes (-ly, --ous, -ation).                                            |    |    |     |     |     |     |  |
| I can accurately spell words already taught in the Year 3 spelling list/apply rules.           |    |    |     |     |     |     |  |
| I regularly join my handwriting.                                                               |    |    |     |     |     |     |  |
| <b>Composition</b>                                                                             |    |    |     |     |     |     |  |
| I can use ideas from my own reading and modelled writing to apply in my planning and writing.  |    |    |     |     |     |     |  |
| I can make deliberate and ambitious word choices.                                              |    |    |     |     |     |     |  |
| I can show an increasing understanding of audience and purpose                                 |    |    |     |     |     |     |  |
| I am starting to use feedback (peer and adult) as well as proof reading to improve my writing. |    |    |     |     |     |     |  |
| <b>Vocabulary, punctuation and grammar</b>                                                     |    |    |     |     |     |     |  |
| I can maintain the correct tense throughout a piece of writing.                                |    |    |     |     |     |     |  |
| I can use .,? ' "" mostly accurately (CL and FS consistently).                                 |    |    |     |     |     |     |  |
| I can use conjunctions.                                                                        |    |    |     |     |     |     |  |
| I can use adverbs.                                                                             |    |    |     |     |     |     |  |
| I can use prepositions to show time, place and cause.                                          |    |    |     |     |     |     |  |
| I can use 'a' or 'an' accurately.                                                              |    |    |     |     |     |     |  |
| <b>Greater Depth (as above as well as....)</b>                                                 |    |    |     |     |     |     |  |
| I can organise my writing into paragraphs around a theme.                                      |    |    |     |     |     |     |  |
| I can spell many of the year ¾ spelling words accurately.                                      |    |    |     |     |     |     |  |
| I make deliberate choices with language and structure to engage an audience..                  |    |    |     |     |     |     |  |
| I use ideas/vocabulary from my own reading/experiences to improve my writing/plan a piece.     |    |    |     |     |     |     |  |
| I can use subordinate clauses - sometimes in varied positions.                                 |    |    |     |     |     |     |  |