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Year 3

Writing Targets

Name \_\_\_\_\_

	Child Speak Target		Greater Depth Target	
	Transcription			
	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>		<i>I know and use more prefixes and suffixes and understand how to use them in my writing.</i>	
	<i>I can spell some homophones.</i>		<i>I can spell some homophone confidently and use them in context in my work.</i>	
	<i>I am able to spell some words that are often misspelt.</i>		<i>I am able to spell a range of words that are often misspelt; correctly in my writing.</i>	
	<i>I know how to use the possessive apostrophe in some plurals.</i>		<i>I know how to use the possessive apostrophe in some plurals and use it in my writing.</i>	
K	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</i>		<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning independently.</i>	
	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>		<i>I can correctly write sentences that have been read to me, using accurate punctuation.</i>	
	Handwriting			
K	<i>I am beginning to join my letters when writing.</i>		<i>I am beginning to join my letters more fluently when writing longer pieces.</i>	
K	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>		<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.</i>	
	Composition			
	<i>I plan my writing by looking at similar texts written before.</i>		<i>I plan my writing by evaluating similar texts written before.</i>	
	<i>I am able to make notes about what I will write about.</i>		<i>I am able to make notes independently about what I will write about across a range of styles.</i>	
K	<i>I use different sentence structures and some better vocabulary in my writing.</i>		<i>I use different sentence structures independently and the most effective vocabulary in my writing.</i>	
K	<i>I can draft my work into short paragraphs.</i>		<i>I can confidently draft my work into short paragraphs across a range of styles.</i>	
K	<i>I can organise my writing using settings, characters and plot.</i>		<i>I can independently organise my writing using settings, characters and plot.</i>	
K	<i>I can organise my writing by using headings.</i>		<i>I can organise my writing by using headings independently across a range of styles.</i>	
	<i>I can edit my own work add some improvements to the texts.</i>		<i>I can edit my own work add some improvements to the texts as a result of evaluating my own and others' work.</i>	
	<i>I can edit written work to improve the use of vocabulary.</i>		<i>I can edit written work independently to improve it, choosing much more effective vocabulary.</i>	
K	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>		<i>When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.</i>	
	<i>I can read my writing out to an audience in a clear manner.</i>		<i>I can read my writing out more confidently to a range of audiences in a clear manner.</i>	

Vocabulary Grammar Punctuation			
	<i>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>		<i>I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.</i>
K	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>		<i>I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.</i>
	<i>I can use the grammar rules set out in my grammar list.</i>		<i>I can apply the grammar rules set out in my grammar list independently.</i>
K	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>		<i>I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.</i>
	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>		<i>I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
K	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>		<i>I know when to use 'a' or 'an' confidently depending on what the next word begins with.</i>
	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>		<i>I know a wide range of words which belong to different word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
	<i>I group ideas I write about into paragraphs.</i>		<i>I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.</i>
	<i>I use headings and sub-headings to structure and present my work.</i>		<i>I use headings and sub-headings independently to structure and present my work across a range of genres.</i>
K	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>		<i>I know that inverted commas are used to open and close what some one is saying in a text and I use it confidently in my writing.</i>