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|  **YEAR-STAGE 3****WRITING CHILD SPEAK TARGETS** |
| **Composition and Text Structure** |
| I can often compose sentences using a wider range of structures and vocabulary. |
| I can often write a narrative with a clear structure, setting, characters and plot. |
| I can often write non-narrative using different layouts. |
| I can often group my ideas into different sections. |
| I can often group my ideas into paragraphs. |
| I can often edit my work for improvements to grammar, vocabulary and punctuation. |
| **Vocabulary and Grammar** |
| I can use coordination (or, and, but, so). |
| I am beginning to extend the range of sentences with more than one clause. |
| I can often use adjectives to describe the noun (expanded noun phrases). |
| I can often use adverbs. |
| I can often use fronted adverbials (e.g. Yesterday, in the park. So…) |
| I can confidently use prepositions. |
| **Punctuation** |
| I can consistently use full stops to end a sentence. |
| I can consistently use capital letters to start a sentence |
| I can correctly use question marks and/ or exclamation marks. |
| I can use commas to separate items in a list. |
| I can use apostrophes. |
| I can often use commas after fronted adverbials (e.g. Then, At home,) |
| I can often punctuate direct speech. |
| **Handwriting** |
| I can consistently form upper and lower-case letters of the correct size. |
| I can consistently join most letters and know which letters are best left unjoined. |
| I am usually writing neatly and clearly. |
| **Spelling** |
| I am beginning to apply spelling rules for suffixes (e.g. forgetting, beginner) and also ‘sion, ly, ous. |
| I am beginning to apply prefixes (e.g. dis mis in etc. ) |
| I can use my knowledge of alternative phonemes for accurate spelling. (e.g. road, rode). |
| I am beginning to spell the commonly mis-spelt words from the Y3/4 word list. |
| I am beginning to use a dictionary accurately. |