

**Ashill Community Primary School**  
**National Curriculum Objectives with Child Speak Targets**  
**Year 3 Writing**



Pupil's Name:

**Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)**

**Autumn Term:**

**Spring Term:**

**Summer Term:**

<b>Strand</b>	<b>National Curriculum Objective</b>	<b>Child Speak Target</b>
Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>
Transcription	Spell some homophones.	<i>I can spell some homophones.</i>
Transcription	Spell some words that are often misspelt (English Appendix 1).	<i>I am able to spell some words that are often misspelt.</i>
Transcription	Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe in some plurals.</i>
Transcription	Use the first two letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</i>
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>
Handwriting	Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>I am beginning to join my letters when writing.</i>
Handwriting	Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<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>
Composition	Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts written before.</i>
Composition	Beginning to discuss and record ideas.	<i>I am able to make notes about what I will write about.</i>
Composition	Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I use different sentence structures and some better vocabulary in my writing.</i>
Composition	Organising simple paragraphs around a theme.	<i>I can draft my work into short paragraphs.</i>
Composition	Creating simple settings, characters and a basic plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>

Composition	Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings.</i>
Composition	Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work add some improvements to the texts.</i>
Composition	Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of vocabulary.</i>
Composition	Proof-read for some spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>
Composition	Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in a clear manner.</i>
Vocabulary Grammar Punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<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>
VGP	Using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>
VGP	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>
VGP	Using conjunctions, adverbs and prepositions to express time and cause.	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>
VGP	Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
VGP	Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>
VGP	Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	<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>
VGP	Understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>
VGP	Using headings and sub-headings to aid presentation.	<i>I use headings and sub-headings to structure and present my work.</i>
VGP	Beginning to use inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>