

Child: _____

Year 3	Objective explanation
3E	
I can spell some of the year 3 and 4 common exception words correctly.	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words . Children need to have attempted to write these words, however, only a few spellings need to be correct. This can be assessed in a spelling test.
I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	Children should be able to write simple sentences that are dictated by teachers including vocabulary that has been taught at the start of the teaching sequence. Children should be able to punctuate sentences correctly using punctuation that has been taught in the sequence and learnt in model texts.
I can use apostrophes to mark where letters are missing in spelling.	Children should use apostrophes to show the omission of letters in a word. (won't – would not, can't – could not, I'd – I had, nobody's – nobody is, won't – will not) There can be some errors in their writing when demonstrating this skill. Children can make some when demonstrating this skill.
I can maintain my handwriting with fluency, ensuring that ascenders and descenders are formed correctly.	Children should be able to maintain handwriting fluency and form ascenders and descenders correctly by practicing regularly and paying close attention to letter formation, ensuring proper length and positioning. Feedback should be provided in every lesson.
I can use linguistic features (e.g. similes) to make my writing more interesting.	Children should be able to use 'like' or 'as' to compare two things (the curtains covered the window, like a protective cloak shields a secret).
I can plan my writing by discussing and recording ideas.	Children need to be able to organise their thoughts , ensuring that their work is purposefully structured . In the planning phase (refine) children should be able to add vocabulary that they have learnt within the unit. Children should be able to include ideas, drawing from wider reading where appropriate.
3E+	
I can choose nouns or pronouns appropriately to avoid repetition.	Children should be able to use pronouns (he, she, they, them) .
I can analyse different text types before writing to understand structure, vocabulary, and grammar.	Children to analyse a range of writing for different purposes. Children to understand features used in the writing and their effect on the reader and apply these in their writing.
I can read my writing aloud to a group or the whole class, using appropriate intonation and volume so that the meaning is clear.	Children should be able to perform their writing , focusing on intonation , using volume and movement to help relay the intended effect on the audience.

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I can use apostrophes to mark singular possession in nouns.	Children should use apostrophes for singular possession - The dog's bone is buried in the backyard. (The bone belongs to one dog.)
I can use apostrophes to mark plural possession (the girl's name, the girls' names) and understand the grammatical difference between plural and possessive.	Children should use apostrophes for plural possession - The dogs' leashes are hanging by the door. (The leashes belong to multiple dogs.)
I can use organisational devices such as headings, subheadings, bullet points.	Children should be able to use headings, subheadings, and bullet points in their work, ensuring that they are used purposefully to guide the reader. (Heading: Tom Daley, Subheading: Early life, Bullet points: Used to split up items in a list.)
3D	
I can use a range of prefixes correctly in my work (super-, anti-, auto-).	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. These can also be assessed in a spelling test.
I can use some suffixes correctly in my work (-ly, -ation).	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. These can also be assessed in a spelling test.
I can spell many of the year 3 and 4 common exception words correctly.	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words . Children can make errors, for half of these spellings These can also be assessed in a spelling test.
I can use prepositions, conjunctions and adverbs to express time and cause (e.g. before, after, during, in, because, of).	Children should be able to use prepositions (at, on, in) conjunctions (before, after, since) and adverbs to show time and cause .
I can draft my writing after orally rehearsing what I want to say.	Children should be able to orally rehearse their writing by learning model texts, working with partners during the attempt and refine phase.
I can produce work which is organised, imaginative and has clear structure.	Children should be able to organise their ideas into paragraphs ensuring that ideas within paragraphs are related.
3D+	
I can spell common homophones and use them correctly (e.g. quiet and quite, won and one).	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. These can also be assessed in a spelling test.

Child: _____

I can sometimes punctuate direct speech correctly using inverted commas.	Children need to be able to use inverted commas correctly to punctuate direct speech. Children can occasionally make errors.
I can group ideas into paragraphs accurately around a theme.	Children should be able to organise their ideas into paragraphs around a theme . Children should be able to group related ideas together in a logical way. This means they understand that ideas connected to the same theme should be placed together in one paragraph, rather than scattered throughout the text.
I can proofread for spelling and punctuation errors.	For this skill, children should show evidence of editing their spelling, punctuation (omission of commas, full stops, question marks) and their grammar (rereading the sentence to ensure it makes sense by reading aloud).
I can develop and extend ideas logically in sequenced sentences.	Children should ensure that their ideas are organised into sentences. Children should be able to use coordinating and subordinating conjunctions to expand and join related ideas.
I can use the first letters of a word to check spelling in a dictionary.	Children to show evidence of editing of spellings in their work. Children to use dictionaries to check their spelling.
3S	
I can use the forms a or an according to whether the next word begins with a consonant sound or a vowel sound.	Children need to use "a" before a noun that starts with a consonant sound . Use "an" before a noun that starts with a vowel sound . Children need to understand that it's the pronunciation that matters, not just the spelling. For example: An orange A banana A unicorn
I can use past and present tense correctly in many pieces of writing.	Simple past tense: The past tense describes something that took place at a specific time and has finished . I walked the dog yesterday. Present tense: The present tense describes actions that happen regularly . She spends every evening tidying her room.
I can identify subordinate clauses and sometimes use them correctly in my writing.	Children should be able to use subordinate clauses in their writing and vary their position to add extra information to a sentence. If using a subordinate clause at the beginning of a sentence, children should use a comma.
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	Children should use diagonal strokes to join letters such as y and g, horizontal strokes to join letter such as o or r and understand that certain letters should remain unjoined (capital letters) .
I can develop characters and describe settings, feelings, and emotions.	Children should use the senses to describe a setting. Children can use a range of descriptive techniques, such as: expanded noun phrases (the glistening, frosty icicle); similes (the curtains covered the window, like a protective cloak shields a secret. The curtains covered the window as gracefully as a dancer twirling across the stage).
I can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.	Children should be able to vary sentence length and use a range of punctuation for effect. Children should use conjunctions to extend a sentence and add detail (subordinate conjunctions,

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	after, before, when, as. Co-ordinating conjunctions, and, but and so.). Children should use the above skills to also describe characters.
3S+	
I can link ideas and events, using strategies to create flow (e.g. last time, also, after, then, soon, at last, and another thing).	Children should be able to use a link ideas and events: Using fronted adverbials: Next, then, after to guide the reader.
I can evaluate and edit grammar and vocabulary to improve my work.	Children will use editing for revisions. They will focus on additions and omissions to further the meaning they intend to have on the reader.
I can evaluate and edit my own writing and suggest improvements.	Children will focus on upskilling their choice of vocabulary so that it improves their writing and make attempts to experiment with a wider range of punctuation.
I can draw on my wider reading and experiment with a wider range of punctuation although its use may not be accurate (brackets, dashes, ellipsis)	Children should be able to experiment with punctuation. Dashes and brackets (for parenthesis), semi-colons (to mark boundaries between two independent clauses), colons (to introduce a list or mark an explanation or reason to a previous idea) and hyphens (join words, indicate word division, clarify meaning, and aid pronunciation).

Child: _____

F A N B O Y S

for and *nor* *but* or yet so

I S A W A W A B U B

if *since* as when although while *after* before *until* because