**High Ercall Primary School**

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| **Writing targets for Year 3** | **Pupil** | **Teacher** |
| **Text structure** |  |  |
| Use a (insert plan used) to plan a (insert genre). |  |  |
| Plan and write using paragraphs. Group ideas into sections. Use subheadings. |  |  |
| Use a consistent tense – present or past depending on purpose |  |  |
| **Sentence Construction** |  |  |
| Use coordinating conjunctions: *FANBOYS: for and nor but or yet so*  Use a range of subordinating conjunctions: *ISAWAWABUB: if since as when although while after before until because* |  |  |
|  |  |
| Use prepositions to add detail within text: *over the hedge,* *across the old bridge…* |  |  |
| Use a topic sentence to start a non-fiction paragraph |  |  |
| Use a sentence of 3 for description – expanded noun phrases in a list |  |  |
| **Word Language** |  |  |
| Use a range of prepositions: inside, outside, across, under, through, towards |  |  |
| Use contractions correctly and know what they mean |  |  |
| Use similes and alliteration to add more detail |  |  |
| Use adverbs for further information about the verb – add detail |  |  |
| Understand and use different determiners: a/an correctly, make choices; the cat / a cat |  |  |
| Use synonyms to prevent repetition |  |  |
| **Handwriting** |  |  |
| Ensure cursive joins are correct |  |  |
| Practise writing in the cursive style in pen. |  |  |
| **Spelling** |  |  |
| Spell carefully using the correct graphemes most of the time. |  |  |
| Spell some common exception words correctly from the Y3/4 word list. |  |  |
| Use words with prefixes and suffixes:-ment, -ly, -ful, -ed, / un-, auto-, super- |  |  |
| Use a range of homophones correctly: there / their, two/to/too |  |  |
| Know families of words around the root: teach / teacher / teaching |  |  |
| **Punctuation** |  |  |
| Correctly use capital letters and full stops for all uses.  Use question marks and exclamation marks when needed. |  |  |
|  |  |
| Use commas in a list. |  |  |
| Use commas after an –ly opener: *Sadly, Billy walked home alone.* |  |  |
| Use speech marks / inverted commas for direct speech. |  |  |
| Use apostrophes in contractions. |  |  |
| **The writing process** |  |  |
| Proof read for missing punctuation and spelling mistakes. |  |  |
| Edit and make changes to sentences in my writing. |  |  |
|  |  |  |
| **Greater Depth** | | |
| Use commas to separate clauses. |  |  |
| Begin to use and understand apostrophes to show possession. |  |  |
| Use complex sentences with a relative clause: use who, which, that |  |  |
| Use ISPACE to start sentences: *-ing, simile, preposition, adverb, conjunction, -ed verb* |  |  |
| Use other verb forms including perfect form: *he has left, she had chased* |  |  |
| Choose powerful verbs specific to genre. |  |  |