

	TARGETS	SEEN	SECURE
	<b>Spelling</b>		
1	I can use prefixes and suffixes and understand the spelling rules to add them to root words.		
2	I can spell most words correctly from the Y3/4 word list.		
3	I can recognise and spell homophones.		
4	I can use the first 2 letters of a word to check spelling and meaning in a dictionary.		
5	I can write from memory a simple sentence dictated by the teacher.		
	<b>Handwriting</b>		
6	I can use the diagonal and horizontal strokes that are needed to join letters.		
7	I can identify which letters should be left unjoined.		
	<b>Composition (Plan, Draft, Evaluate and Edit)</b>		
	<b>Plan</b>		
8	I can discuss the structure, vocabulary and grammar in writing similar to that I am going to write.		
9	I can discuss and record my ideas.		
	<b>Draft</b>		
10	I can compose and rehearse my sentences orally (including dialogue).		
11	I can write a narrative with a clear structure, character, setting and plot.		
GD1	I can use powerful verbs and noun phrases to show character and add impact.		
12	I can organise paragraphs around a theme.		
13	I can begin to use simple organisational devices in non-narrative writing for example headings and sub-headings.		
14	I can use sentences with more than one clause by the use of conjunctions including when, if, because, although.		
GD2	I can develop complex sentences: main and subordinate sentences with a range of subordination.		
15	I can begin to use dialogue in a narrative using appropriate punctuation.		
16	I can use some conjunctions, adverbs and prepositions to express time.		
17	I can indicate possession by using the possessive apostrophe with plural nouns.		
18	I can use nouns or pronouns for cohesion and to avoid repetition.		
	<b>Evaluate and Edit</b>		
19	I can assess the effectiveness of my own and others' writing.		
20	I can propose changes to grammar and up level vocabulary to improve my writing.		

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21	I can proof-read for spelling and punctuation errors.			
22	I can read aloud my composition to a group or whole class, using appropriate intonation, controlling the tone and volume so that meaning is clear.			
<b>Vocabulary, Grammar and Punctuation</b>				
<b>Word</b>				
23	I can use the appropriate article a/an before the noun according to the whether the next word begins with a consonant or a vowel. eg a rock, an open box			
GD3	I can use more specific and technical vocabulary to add detail			
24	I can identify word families based on common words, showing how words are related in form and meaning. eg. solve, solution, solver dissolve, insoluble			
<b>Sentence structure</b>				
25	I can express time, place and cause using <b>conjunctions</b> eg. when, before, after, while, so, because.			
26	I can express time, place and cause using <b>prepositions</b> eg. before, after, during, in, because of.			
27	I can express time, place, cause using <b>adverbs</b> eg. next, soon, therefore.			
GD4	I can use short sentences for emphasis and to make key points. eg. Sam was really unhappy. Visit the farm now.			
<b>Text structure</b>				
28	I can begin to use a paragraph to group related material.			
29	I can use the present perfect form of verbs instead of the simple past eg. <i>He has gone out to play</i> contrasted with <i>He went out to play.</i>			
30	I can use headings and sub-headings to aid presentation.			
<b>Punctuation</b>				
31	I can use commas after a fronted adverb.			
32	I can use a colon to introduce a list.			
33	I can begin to use inverted commas, capital letters and commas to punctuate direct speech.			
34	I can use an ellipsis to allow the reader to imagine the consequences.			
<b>Key Terminology</b>				
word family, prefix clause, subordinate clause direct speech and inverted commas consonant, vowel				