

# National Curriculum 2014

## Writing objectives Year 3

Objective	Child Speak Target
<b>Transcription</b>	
Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
Spell further homophones.	<i>I can spell an increasing number of homophones.</i>
Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>
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 accurately in words with regular and irregular plurals.</i>
Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
<b>Handwriting</b>	
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>In handwriting, I know which letters are appropriate to join.</i>
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>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>
<b>Composition</b>	
Discussing 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 I have written before - discussing the structure and vocabulary.</i>
Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>
Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>
Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>

Assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>
Proposing 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 grammar.</i>
Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>
<b>Vocabulary Grammar Punctuation</b>	
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>
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>
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>
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>
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>
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>
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>
Understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>
Using headings and sub-headings to aid presentation.	<i>I use headings and sub-headings to structure and present my work.</i>
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>