|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3 Writing Targets** | **Advent** | **Lent**  | **Pentecost** |
|  | **Date** | **Date** | **Date** | **Date** |
| **Genre** | **Genre** | **Genre** | **Genre** |
| **Focus** | **Target** |
| **Handwriting** | **1** | I can use the diagonal and horizontal strokes needed to join letters in my writing. |  |  |  |  |  |  |
| **Composition** | **2** | I can write sentences grammatically correct |  |  |  |  |  |  |
|  |  |
| **3** | I can write a narrative about my own or others experiences (real or fiction) |  |  |  |  |  |  |
| **4** | I can write about real events recording these simply and clearly |  |  |  |  |  |  |
| **Word** | **5** | I can use prefixes(e.g. *super–*, *anti–*, *auto–*) |  |  |  |  |  |  |
| **6** | I can use suffixes (e.g.-ment, -ness,-ful, -less, -ly) |  |  |  |  |  |  |
| **7** | I can use new vocabulary taught by my teacher |  |  |  |  |  |  |
| **8** | I can use and spell many common exception words correctly |  |  |  |  |  |  |
| **Sentence** | **9** | I can expand noun phrases by adding **adjectives**(for example, *the teacher* expanded to*: the strict maths teacher with curly hair*)*.* |  |  |  |  |  |  |
|  |  |
| **10** | I can use **determiners** accurately **(a, an, the)** |  |  |  |  |  |  |
|  |  |
| **11** | I can use **prepositions** (for example, *before*, *after*, *during*, *in*, *under, beside, above, through*) |  |  |  |  |  |  |
|  | **12** | I can organise **paragraphs** around a theme |  |  |  |  |  |  |
|  |  |
| **Punctuation** | **13** | I am beginning to use **inverted commas** to show when someone is speaking |  |  |  |  |  |  |
| **14** | I can use **full stops and capital letters correctly** in all my writing. |  |  |  |  |  |  |
| **15** | I can use **question marks** and **exclamation marks** |  |  |  |  |  |  |
| **16** | I can use commas for a list |  |  |  |  |  |  |
| **Editing** | **17** | I can proof read my work for spelling and punctuation errors |  |  |  |  |  |  |
| **Oracy** | **18** | I can read aloud my own writing using appropriate intonation |  |  |  |  |  |  |

