

## Year 3 Writing Target Tracker Statements

<b>Spelling</b>	Plan his/her writing by discussing similar writing in order to understand and learn from its structure and vocabulary.
Use the prefixes un-, dis-, mis-, re-, pre-.	Plan his/her writing by discussing and recording ideas within a given structure.
Add suffixes beginning with vowel letters to words of more than one syllable, e.g. forgetting, preferred, gardening, limited,	Draft and write by composing and rehearsing sentences orally, building a varied and rich vocab and using sentence structures from EA 2.
	Draft and write by organising writing into paragraphs as a way of grouping related material.
Use the suffix -ly.	Draft and write in narratives, creating settings, characters and plot.
Spell words with endings sounding like zh and ch, e.g. treasure, measure, picture, nature.	Draft and write non-narrative material using headings and sub-headings to organise texts.
Spell words with the g sound spelt gue e.g. tongue and rogue, and the k sound spelt que, e.g. antique and unique.	Evaluate and edit by assessing the effectiveness of his/her own writing.
Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.	Evaluate and edit by proposing changes to grammar and vocabulary linked to use a/an, conjunctions, adverbs and prepositions.
Spell words that are often misspelt, see English Appendix 1.	Proof-read for spelling errors and for punctuation, including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly.
Spell words containing the i sound spelt y somewhere elsewhere than at the end of words, e.g. myth, gym.	Read his/her own writing aloud to a group or the whole class using appropriate intonation and controlling the tone and volume so that meaning is clear.
Spell words containing the u sound spelt ou e.g. young, touch, double.	<b>Vocabulary, Grammar &amp; Punctuation</b>
Spell words with the k sound spelt ch, e.g. scheme, school, echo.	Form nouns using a range of prefixes, e.g. un-, dis-, mis-, re-, pre-.
Spell words with the sh sound spelt ch, e.g. chef, machine.	Use the forms a or an according to whether the next word begins with a consonant or vowel, e.g. a rock, an open box.
Spell words with ay sound spelt ei, eigh, or ey, e.g. eight, they.	Identify word families based on common root words, e.g. solve, solution, solver, dissolve, insoluble.
Use the first two or three letters in a word to check its spelling in a dictionary.	Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.	Begin to use paragraphs as a way to group related material.
<b>Handwriting</b>	Use headings and subheadings to aid presentation.
Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.	Use the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with He went out to play.
Increase the legibility, consistency and quality of his/her handwriting.	Use inverted commas to punctuate direct speech.
<b>Composition</b>	Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter

	vowel, vowel letter and inverted commas (or 'speech marks').
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