



Year 3 Writing Targets

Target
I can discuss a piece of writing similar to the one I am going to write. I can learn from its layout and from the word choices made.
I can compose sentences and dialogue in speech before writing them on paper. I use these opportunities to try out new, rich and varied vocabulary and to experiment with different types of sentences.
I can discuss and record ideas when I plan.
I can make some attempt to use paragraphs by organising similar ideas next to each other. This may include one sentence paragraphs.
I can create settings, characters and plot in story writing by, for example, using adjectives to elaborate on basic information.
I can use headings, sub-headings and other organisational devices when writing non-fiction.
I can assess the effectiveness of my own and others' writing and suggest improvements.
I can suggest changes that improve consistency in writing by, for example, suggesting a change in word choice or replacing a noun with a pronoun to avoid repetition.
I can proof-read for spelling and punctuation errors.
I can read my own writing aloud to a group or to the whole class, using appropriate expression, control and volume to make my meaning clear.
I can build nouns by adding prefixes like super-, anti-and auto- e.g. super-strength, automatic.
I remember to use 'a' before a consonant and 'an' before a vowel e.g. a rock, an octopus.
I can identify words which have similar spellings because they have similar meanings e.g. solve, solution, solver, dissolve, insoluble.
I can use conjunctions like when, before, after, while, so, because to express time, place and cause.
I can use adverbs like then, next, soon, therefore to express time, place and cause.
I can use prepositions like before, after, during, in and because of to express time, place and cause.
I can start to use paragraphs by organising writing ideas next to each other.
I can start to layout my writing using headings and sub-headings.
I can use have or has to make some use of the present perfect tense e.g. 'He has gone out to play' rather than 'He went out to play'.
I am beginning to use inverted commas " " to punctuate direct speech.
I can use further prefixes and suffixes and understand how to add them.
I can spell further homophones.
I can identify commonly misspelt words and attempt to correct them.
I understand how to place the apostrophe within regular plurals. For example, 'The girls' and boys' teacher'.
I can use the first two or three letters of a word to check spelling in a dictionary.
I can write from memory simple sentences dictated by the teacher.
I can use diagonal and horizontal joins and understand which letters are best left unjoined.
I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure my downstrokes are parallel and the same size.
I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure the lines of writing are spaced so that the letters on different lines do not overlap.

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