

WRITING Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Transcription			
KS 2 Y3	Transcription	Use some prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>	<i>I know and use more prefixes and suffixes and understand how to use them in my writing.</i>
KS 2 Y3	Transcription	Spell some homophones. ↳ GD objective: Spell some homophones confidently, using them in context in their work.	<i>I can spell some homophones.</i>	<i>I can spell some homophone confidently and use them in context in my work.</i>
KS 2 Y3	Transcription	Spell some words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.	<i>I am able to spell some words that are often misspelt.</i>	<i>I am able to spell a range of words that are often misspelt; correctly in my wiring.</i>
KS 2 Y3	Transcription	Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Beginning to place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.	<i>I know how to use the possessive apostrophe in some plurals.</i>	<i>I know how to use the possessive apostrophe in some plurals and use it in my writing.</i>
KS 2 Y3	Transcription	Use the first two letters of a word to check its spelling in a dictionary. ↳ GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</i>	<i>When using a dictionary, I am able to use the first two letters of a word to check its' meaning independently.</i>
KS 2 Y3	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write accurately from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences that have been read to me, using the correct punctuation.</i>	<i>I can correctly write sentences that have been read to me, using accurate punctuation.</i>
KS 2 Y3	Handwriting			
KS 2 Y3	Handwriting	Beginning to 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. ↳ GD objective: Beginning to use the diagonal and horizontal strokes more fluently that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in longer pieces of writing.	<i>I am beginning to join my letters when writing.</i>	<i>I am beginning to join my letters more fluently when writing longer pieces.</i>
KS 2 Y3	Handwriting	Beginning to 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	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i>	<i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.</i>

		the ascenders and descenders of letters do not touch]. ↳ GD objective: Beginning to 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] over sustained pieces of writing.		
KS 2 Y3	Composition			
KS 2 Y3	Composition	Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ↳ GD objective: Plan their writing by beginning to discuss and evaluate 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 written before.</i>	<i>I plan my writing by evaluating similar texts written before.</i>
KS 2 Y3	Composition	Plan their writing by beginning to discuss and record ideas. ↳ GD objective: Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.	<i>I am able to make notes about what I will write about.</i>	<i>I am able to make notes independently about what I will write about across a range of styles.</i>
KS 2 Y3	Composition	Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I use different sentence structures and some better vocabulary in my writing.</i>	<i>I use different sentence structures independently and the most effective vocabulary in my writing.</i>
KS 2 Y3	Composition	[KEY] Draft and write by organising simple paragraphs around a theme. ↳ GD objective: Draft and write by confidently organising structured, simple paragraphs around a theme across a range of styles.	<i>I can draft my work into short paragraphs.</i>	<i>I can confidently draft my work into short paragraphs across a range of styles.</i>
KS 2 Y3	Composition	[KEY] Draft and write by creating simple settings, characters and a basic plot in narratives. ↳ GD objective: Draft and write by automomously creating simple settings, characters and a basic plot in narratives.	<i>I can organise my writing using settings, characters and plot.</i>	<i>I can independently organise my writing using settings, characters and plot.</i>
KS 2 Y3	Composition	[KEY] Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by beginning to automomously use simple organisational devices in non-narrative material [for example: headings and sub-headings] across a range of styles.	<i>I can organise my writing by using headings.</i>	<i>I can organise my writing by using headings independently across a range of styles.</i>
KS 2 Y3	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. ↳ GD objective: Evaluate and edit by beginning to analyse and evaluate the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work add some improvements to the texts.</i>	<i>I can edit my own work add some improvements to the texts as a result of evaluating my own and others' work.</i>

KS 2 Y3	Composition	Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences independently	<i>I can edit written work to improve the use of vocabulary.</i>	<i>I can edit written work independently to improve it, choosing much more effective vocabulary.</i>
KS 2 Y3	Composition	[KEY] Proof-read for some spelling and punctuation errors. ↳ GD objective: As part of their own routine, proof-read for some spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>	<i>When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.</i>
KS 2 Y3	Composition	Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. ↳ GD objective: Read aloud their own writing to a range of audiences using increasing intonation and control of tone and volume so that the meaning is distinct and clear.	<i>I can read my writing out to an audience in a clear manner.</i>	<i>I can read my writing out more confidently to a range of audiences in a clear manner.</i>
KS 2 Y3	Vocabulary Grammar Punctuation			
KS 2 Y3	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by independently using an increasing range of appropriate conjunctions.	<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>	<i>I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently 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>	<i>I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Independently apply 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>	<i>I can apply the grammar rules set out in my grammar list independently.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. ↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by confidently using conjunctions, adverbs and prepositions to accurately express time and cause in a range of	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>	<i>I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.</i>

		contexts.		
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the formation of nouns using and applying a range of prefixes [for example super-, anti-, auto-] in a range of contexts.	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>	<i>I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 3 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]. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the use of the forms a or an confidently 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>	<i>I know when to use 'a' or 'an' confidently depending on what the next word begins with.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding word families based on common words, confidently 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>	<i>I know a wide range of words which belong to different 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>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material. ↳ GD objective: Use and apply grammatical terminology for Year 3 understanding and using paragraphs as a way to group related material; explaining the need to start a new paragraph.	<i>I group ideas I write about into paragraphs.</i>	<i>I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation. ↳ GD objective: Use and apply grammatical terminology for Year 3 independently using headings and sub-headings to aid presentation in a range of contexts.	<i>I use headings and sub-headings to structure and present my work.</i>	<i>I use headings and sub-headings independently to structure and present my work across a range of genres.</i>
KS 2 Y3	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. ↳ GD objective: Use and apply grammatical terminology for Year 3 confidently and mostly accurately using 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>	<i>I know that inverted commas are used to open and close what some one is saying in a text and I use it confidently in my writing.</i>