Writing- Year 3	Name:						
Genre							
Date							

Purpose and Impact

I can develop multiple ideas in a story that include descriptive detail and in non-fiction that are factual and precise.						
I can express a basic viewpoint, an opinion or promote an idea e.g. I believe...						
I can maintain the main features of a genre/text type.						
I can make sure my writing makes sense.						

Structure and Shape

I can make my writing flow using: • Pronouns • Cohesive phrases • Referring back to previous points						
I can begin to use paragraphs by grouping ideas together.						
I can use headings and sub-headings to group ideas.						
I can signal openings and closings in both narratives and non-fiction e.g. Early one morning.../ Eventually.../ Ultimately...						

Sentence Structure

I can use one word in isolation to grab the reader's attention e.g. Stop!						
I can use increased detail in descriptions e.g. precise words, descriptive noun phrases.						
I can use prepositions e.g. in, on, behind, under.						

Tenses

I can use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' / 'He went out to play'.						

Conjunctions/ Complex sentences

I can experiment with a widening range of conjunctions e.g. while, although, so						

Writer's technique

I can write sentences that use repetition of key words for impact.						
I can use the word 'like' to build a simile.						

Vocabulary

I can choose words carefully to have an effect on the reader.						
I can use some red ambitious words in my writing						

Adverbs/Adverbial Phrases

I can use adverbs/adverbial phrases that: • Position in time e.g. soon after, later that day, as dawn broke • Build a relationship or cause e.g. therefore, as a result						

Punctuation (In addition to all previously taught punctuation) A . ? ! , '

I can begin to use inverted commas for direct speech and other speech punctuation e.g. punctuation inside inverted commas						

Apply spelling rules into writing

I can use a range of prefixes to extend repertoire of nouns e.g. super-, anti-, auto-						
I can use 'a' or 'an' correctly						
I can experiment with more complicated words built from a common word e.g. dissolve, solution.						

Handwriting and Presentation

I can use cursive strokes to join letters that are adjacent and know which are best left unjoined.						
I can show increased legibility and quality to handwriting.						