

<b>Writing Statements – to be seen in independent work</b>					
<b>Text structure and organisation (inc. layout and paragraphing)</b>					
I can produce work that is organised, imaginative and clear – it has a simple opening, middle and ending (fiction), introduction, middle and conc (non-fiction)					
I use the correct form for my writing e.g. abbreviated sentences in notes and diaries, addresses used in letter structure etc.					
I can use paragraphs to organise my writing so that blocks of texts group related material are together					
I can draft and write material such as instructions, using headings and sub-headings to organise my work					
My work is beginning to show pace, is lively and interesting					
<b>Composition (inc. audience, viewpoint, tense, vocab, composition)</b>					
I can develop characters and describe setting, feelings and / or emotions, etc					
I attempt to give opinion, interest or humour through detail					
I can develop and extend ideas logically in sequenced sentences (may still be overly detailed in parts, brief in others)					
I usually use past tense for hist reports and present tense in exp, pers & non chrons					
I can use adjectives and adverbs for description (e.g. carefully, cautiously)					
I can use generalisation words for style (e.g sometimes, never, always, often, mainly, mostly, generally etc.)					
I can use modal verbs / the conditional tense (e.g. might do it, may go, could rain, should win etc.)					
My work contains a variety of pronouns to avoid repetition					
The subject and verb usually agree (e.g. I am, we were etc)					
I can use imaginative and adventurous vocabulary (not words usually used by a child this age, not a technical word used in a taught context e.g volcano in geography)					
I can use prepositions such as before, after, during, in and because					
<b>Sentence construction (inc. sentence types and conjunctions)</b>					
I can use time words, ly words to start sentences to explain when, why or where					
I can link and relate events sensibly using time connectives (afterwards, before, also, after a while, eventually...)					
My work contains a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well)					
<b>Grammar and punctuation (specific grammar terms below)</b>					
I can use most punctuation accurately. My work contains 3 of the following; full stop, capital letters, ?, !, commas in lists and apostrophes to show missing letters					
In my work I use 'a' or 'an' in the correct place (e.g. a rock, an elephant etc.)					
<b>Spelling (specific spelling rules below)</b>					
I can spell phonetically regular words (sometimes, forward, bonfire)					
I can spell most of the Year 3 HFW in the national curriculum appendix					
<b>Handwriting – doesn't have to be joined</b>					
I write so my letters are easy to read and they are the same size. My writing is spaced properly so my letters don't overlap.					
I can use more of the diagonal and horizontal strokes I need to join letters					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
/25 consistent statements	/25 consistent statements	/25 consistent statements	/25 consistent statements	/25 consistent statements	/25 consistent statements

**Spelling - I can spell words with...**

<b>prefixes -</b> un, dis, mis, re, pre	<b>suffixes –</b> ed, ing, ly	<b>zh and ch sounds –</b> treasure, picture	<b>zhun sound –</b> division	<b>homophones</b> meet/meat brake/break fair/fare, here/hear,	<b>'u' sound spelt 'ou'</b> young touch double	<b>'i' sound spelt 'y'</b> myth gym	<b>'k' sound spelt ch</b> school scheme echo	<b>'ay' sound spelt ei, eigh or ey</b> they eight
-----------------------------------------------	----------------------------------	---------------------------------------------------	---------------------------------	---------------------------------------------------------------------------	---------------------------------------------------------	-------------------------------------------	-------------------------------------------------------	---------------------------------------------------------

**Grammar – I understand the terms**

prefix	preposition	conjunction	word family	clause	subordinate clause	direct speech	vowel	consonant	inverted commas
--------	-------------	-------------	-------------	--------	--------------------	---------------	-------	-----------	-----------------