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| **Working Towards** | **Grammar & Punctuation**   1. I can use some fronted adverbials (words and phrases) 2. I can use some expanded noun phrases. 3. I can use capital letters, full stops, question marks and some exclamations.   **Composition & Effect**   1. I can begin to use subheadings to organise work. 2. I can use paragraphs, although may not always be accurate. 3. I can use pronouns to avoid repetition in and between sentences.   **Spelling & Penmanship**   1. I can spell unknown words using phonetically. 2. I can spell some homophones accurately. 3. My writing is beginning to be joined and consistent. |
| **Working At** | **Grammar & Punctuation**   1. Use coordinating conjunctions (as, but, so, then) 2. Use subordinating conjunctions (before, after, because) 3. Use adverbs to say how things happen e.g. slowly. 4. Use prepositions to show where and/or when something happens. E.g. ‘above me…’ 5. Use inverted commas to show speech. 6. Use commas to write a list. 7. Use apostrophes on nouns e.g. Pete’s ball.   **Composition & Effect**   1. Use subheadings to help organise my work. 2. Group ideas into paragraphs. 3. Use a range of synonyms and pronouns to avoid repetition.   **Spelling & Penmanship**   1. I can spell most Y3 spelling words accurately. 2. I can spell most homophones accurately. 3. My writing is mostly joined and consistent in cursive writing. |
| **Greater Depth** | 1. I can use prepositional phrases. 2. I can organise paragraphs around a theme with links between them. e.g. hinges 3. I can use apostrophes to mark omission and possession, including plurals. E.g. class’ ball. |

**Year 3 Writing Targets**