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|  |  | **Year 3- WRITING Milestone 2** |  |
| Composition | Sentence Structure &  Grammar | * I can use a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |  |
| * I can use the present perfect form of verbs. |  |
| * I can include direct speech, which is punctuated mostly correctly. |  |
| * I can choose nouns or pronouns appropriately. |  |
| * I can use conjunctions, adverbs and prepositions to express time and cause. |  |
| * I can use fronted adverbials. |  |
| * I can begin to use prefixes e.g. super-, anti-, auto-. |  |
| * I can use ‘a’ or ‘an’ correctly most of the time. |  |
| Purpose | * I can use the main features of a type of writing. |  |
| * I can use some techniques used by authors to create characters and settings. |  |
| Writing voice | * I can create simple characters, settings and plots. |  |
| * I can write for a real life purpose. |  |
| * I can use my knowledge of sounds to write alliteration. |  |
| Cohesion &  Organisation | * I can discuss most features of a model text: structure, vocabulary and grammar. |  |
| * I can share and record ideas when planning. |  |
| * I can compose and rehearse sentences orally. |  |
| * I can organise paragraphs around a theme most of the time. |  |
| * I can avoid repetition by choosing nouns and pronouns carefully. |  |
| * I can Plan, write, edit and improve |  |
| * I can use simple organisational devices e.g. bullet points, subheadings |  |
| Transcription | Handwriting | * I can join letters, deciding which letters are best left un-joined. |  |
| * I can follow *Penpals for handwriting* for specific joins |  |
| * I can make my handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. |  |
| Punctuation | * I can use commas after fronted adverbials most of the time. |  |
| * I can mostly indicate possession by using the possessive apostrophe with plural nouns. |  |
| * I can use and add most of the punctuation to direct speech. |  |
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| Vocabulary &  Spelling | * I can use ambitious vocabulary when writing- mostly in the correct context. |  |
| * I can identify some word families e.g. solution, solve, dissolve |  |
| * I can use prefixes and suffixes and add them correctly most of the time. |  |
| * Spell homophones correctly some of the time. |  |
| * Spell correctly some commonly misspelt words. |  |
| * I can sometimes place the possessive apostrophe in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g, children’s) |  |
| * I can use the first two or three letters of a word to check its spelling in a dictionary. |  |
| * I can sometimes write simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |
|  | Edit & Improve | * I can use and understand grammatical terminology when discussing writing and reading: word family, conjunction, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. |  |
| * I can comment on what I like about my own/other people’s writing. |  |
| * I can suggest improvements to improve my own/others writing. |  |
| * I can proof read writing and identify some spelling and grammar errors. |  |
|  | * I can read aloud writing to a group or whole class, using some intonation, volume and clarity. |  |