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