

**Writing Progress Checker – Year 3: Meeting****Name** \_\_\_\_\_

<b>Writing: Composition</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
• I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.				
• I can compose sentences using a wider range of structures.				
• I can write a narrative with a clear structure, setting, characters and plot.				
• I can write non-narrative using simple organisational devices such as headings and sub-headings.				
• I can suggest improvements to my own writing and that of others.				
• I can make improvements to grammar, vocabulary and punctuation, e.g. the accurate use of pronouns in sentences				
• I use a range of sentences with more than one clause by using a range of conjunctions.				
• I use the perfect form of verbs to mark the relationship of time and cause.				
• I can express time, place and cause by using conjunctions, adverbs and prepositions.				
• I can proof-read to check for errors in spelling and punctuation.				
<b>TOTAL</b>				

**Writing Progress Checker – Year 3: Meeting****Name** \_\_\_\_\_

<b>Writing: Transcription</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
<ul style="list-style-type: none"><li>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</li></ul>				
<ul style="list-style-type: none"><li>I recognise and spell homophones, for example – he'll, heel, heal</li></ul>				
<ul style="list-style-type: none"><li>I can use the first two or three letters of a word to check its spelling in a dictionary.</li></ul>				
<ul style="list-style-type: none"><li>I can spell words correctly which are in a family, for example – solve, solution, solver</li></ul>				
<ul style="list-style-type: none"><li>I can spell the commonly mis-spelt words from the Y3/4 word list.</li></ul>				
<ul style="list-style-type: none"><li>I can make links from a word already known to apply to an unfamiliar word</li></ul>				
<ul style="list-style-type: none"><li>I can identify the root in longer words.</li></ul>				
<ul style="list-style-type: none"><li>I use the diagonal and horizontal strokes that are needed to join letters.</li></ul>				
<ul style="list-style-type: none"><li>I understand which letters, when adjacent to one another, are best left unjoined</li></ul>				
<ul style="list-style-type: none"><li>I have increased the legibility, consistency and quality of my handwriting</li></ul>				
<b>TOTAL</b>				
<b>PERCENTAGE</b>				

**Writing Progress Checker Year 3 : Exceeding****Name** \_\_\_\_\_

<b>Writing: Transcription and Composition</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
<ul style="list-style-type: none"><li>• I use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations</li></ul>				
<ul style="list-style-type: none"><li>• I give careful thought to the planning of writing and re-read it as a matter of course</li></ul>				
<ul style="list-style-type: none"><li>• I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding</li></ul>				
<ul style="list-style-type: none"><li>• I use words that have not been used before when describing events, characters and feelings</li></ul>				
<ul style="list-style-type: none"><li>• I use powerful verbs to show character or add impact</li></ul>				
<ul style="list-style-type: none"><li>• I vary sentences, adding phrases to make the meaning more precise</li></ul>				
<ul style="list-style-type: none"><li>• I include descriptions of events and characters in a variety of styles and can sometimes contain humour</li></ul>				
<ul style="list-style-type: none"><li>• I can describe characters and include feelings and emotions when needed</li></ul>				
<ul style="list-style-type: none"><li>• I choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports</li></ul>				
<ul style="list-style-type: none"><li>• I check punctuation and use speech marks and apostrophes accurately</li></ul>				
<b>TOTAL</b>				
<b>PERCENTAGE</b>				

**Writing Progress Checker –Year 3: Developing****Name** \_\_\_\_\_

<b>Writing: Composition</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
<ul style="list-style-type: none"><li>• I can write narratives about my personal experiences and those of others (real and fictional).</li></ul>				
<ul style="list-style-type: none"><li>• I can write for different purposes, including real events.</li></ul>				
<ul style="list-style-type: none"><li>• I can plan and discuss the content of writing and write down ideas</li></ul>				
<ul style="list-style-type: none"><li>• I orally rehearse structured sentences or sequences of sentences.</li></ul>				
<ul style="list-style-type: none"><li>• I can evaluate writing independently, with my peers and with my teacher.</li></ul>				
<ul style="list-style-type: none"><li>• I can proof-read to check for errors in spelling, grammar and punctuation.</li></ul>				
<ul style="list-style-type: none"><li>• I use full stops, capital letters , exclamation and question marks accurately to demarcate sentences and commas for lists.</li></ul>				
<ul style="list-style-type: none"><li>• I use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li></ul>				
<ul style="list-style-type: none"><li>• I can use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>).</li></ul>				
<ul style="list-style-type: none"><li>• I can use present and past tenses correctly and consistently including the progressive form.</li></ul>				
<b>TOTAL</b>				

**Writing Progress Checker – Year 3 Developing****Name** \_\_\_\_\_

<b>Writing: Transcription</b>	<b>Sept</b>	<b>End of Autumn Term</b>	<b>End of Spring Term</b>	<b>End of Summer Term</b>
<ul style="list-style-type: none"><li>• I can segment spoken words into phonemes and record these as graphemes.</li></ul>				
<ul style="list-style-type: none"><li>• I can spell words with different alternative spellings, including a few common homophones.</li></ul>				
<ul style="list-style-type: none"><li>• I can spell longer words using suffixes such as ment, ness, ful, less, ly.</li></ul>				
<ul style="list-style-type: none"><li>• I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li></ul>				
<ul style="list-style-type: none"><li>• I can identify known phonemes in unfamiliar words and use syllables to divide words.</li></ul>				
<ul style="list-style-type: none"><li>• I form lower case letters of the correct size relative to one another.</li></ul>				
<ul style="list-style-type: none"><li>• I can begin to use some of the diagonal and horizontal strokes needed to join letters.</li></ul>				
<ul style="list-style-type: none"><li>• I understand which letters, when adjacent to one another, are best left un-joined.</li></ul>				
<ul style="list-style-type: none"><li>• I can write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters.</li></ul>				
<ul style="list-style-type: none"><li>• I can use spacing between words that reflects the size of the letters.</li></ul>				
<b>TOTAL</b>				
<b>PERCENTAGE</b>				