

My Learning Journey for Writing



Year 3 Name:

handwriting and spelling		composition	
I spell about a third of the words on the Y3-4 statutory word list correctly.		I plan and write stories with a clear sequence, including characters and settings.	
I spell some words with prefixes like dis, mis, super and anti .		I proofread and discuss my own and others' work, making changes to improve the effect.	
I spell a few words ending with ous like famous, dangerous and curious .		I can change verbs from one tense to another. I usually stay in the right tense.	
I spell a set of useful homophones like berry/bury, break/brake, hear/here, groan and grown .		My vocabulary is often interesting because it adds detail for the reader. I use a thesaurus to add words to those I know.	
I spell words ending with ing, er and ed which make me think carefully, like forgetting, forgotten, beginner and preferred .		I set out non-fiction writing in clear sections, with a title and subheadings.	
I spell words ending with sure like treasure and ture like creature .		I find and use a range of prepositions like behind, above, before and after .	
I spell some words ending with ly like lonely, gently, usually and happily .		I use a or an correctly before the noun, like a pony or an elephant .	
I spell some words which end with tion, sion, ssion and ation .		I know that nouns, adjectives, verbs and adverbs are all word classes.	
I spell most tricky everyday words correctly like they, were and once .		I know what an adverb does. Sometimes I add them to my sentences.	
I write words spelt ei, eigh or ey like vein, weight and obey .		I find verbs in sentences and choose good verbs in my own writing.	
I spell some words by segmenting the phonemes / sound-talking each sound.		I make up noun phrases by using adjectives to describe things, like spotty red beetle .	
I spell words with an apostrophe for possession, like Jim's pen, boys' bags and babies' cots .		I match the verb to the subject when I speak and write - I did, they were, we were .	
I spell contractions with an apostrophe like couldn't and wasn't .		I write and understand a range of different sentences like statements, questions, commands and exclamations.	
I spell a few words on the Y3-4 word list, like circle and arrive .		I use inverted commas when I write, to show words which are spoken.	
My capital letters are the right size, next to my other writing.		I pick out words which are spoken in a text, and know what inverted commas are for.	
I can independently recite the letters of the alphabet in order.		I often use conjunctions to join my ideas together, including when, if and because .	
I use the space on the page well.		I regularly use conjunctions like and, but, or and so to join my ideas.	
The tails of my letters don't cover up the writing below.		Most of my sentences make good sense.	
I write even-sized letters which can be read easily.		I use commas in a list, and I'm beginning to notice how they can be used to show a pause.	
I regularly join up most of my letters.		I use ? and ! correctly in my writing.	
I leave spaces between words and the spaces are the right size.		I usually use a capital letter and full stop in the right place.	
		I say my sentences aloud or in my head first, to make sure they make sense.	