My Year 3 Learning Journey for Writing

Strand		I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)	
Transcription	Spelling & Handwriting	I can find the correct letter section of a dictionary and with help, look up and find a word to check its spelling.	I am often able to use independent strategies to correctly spell 'tricky' familiar words and words from the Year 3 /4 word list including sometimes using a dictionary.	*I can use independent strategies to correctly spell most 'tricky' familiar words and words from the Year 3 /4 word list eg using a word-mat, sounding out : Wed-nes-day, using a dictionary to check my spelling.	1
		I can choose the correct prefix or suffix from two or three given to me and add it to a given word to make a new word eg un-, dis-, im- (prefixes) -ed/ -er/ -ing (suffixes).	I can correctly spell some words with prefixes eg un-, dis-, im- and some words with suffixes eg –ed, -er, -ing, and often know when to double the final consonant of a single-syllable root word eg jumped, hopped.	I can usually add a prefix or a suffix to make and correctly spell a word and I use these words appropriately in my writing. I mostly know when I do not need to alter the root word's spelling and when I need to double the final consonant of the root word eg disappoint, misbehave, opened, buttered, gardener, skipping, gripped, swimming.	2
		I know some words sound the same but are spelt differently and can sometimes choose the correct spelling.	I can spell some single syllable homophones correctly.	I can spell most single syllable homophones correctly. Eg pair/pare/pear, loose/lose, wait/weight, rain/reign, are/our	3
		My handwriting can usually be read by someone else and, with reminders, I can join some letters.	My handwriting can be read by someone else and is usually neat and even with some letters joined.	*My handwriting can easily be read by someone else and is neat and even with most letters joined.	4
Composition	Planni	I can plan my writing, recording some relevant ideas with help using words or pictures.	I can plan my writing with a partner or group recording some of my own, relevant ideas using writing or pictures.	I can plan my writing using writing or pictures to record my own, relevant ideas for the beginning, middle and ending eg on a planning format, spider diagram, flowchart or timeline.	5
	Content & Organisation	With some help, I can use some of the main features of language and organisation when writing for different audiences and purposes.	I can write for some different audiences and purposes, using some of the main features of language, style and organisation.	*I can write for some different audiences and purposes, choosing and using most of the main features of language, style and organisation fairly consistently eg headings, sub-headings, paragraphs, a formal tone for a report.	6
		I can sometimes write at length (to half a side of A4)	I can write at some length (half a side of A4 or more).	I can write at length (at least one side of A4 or more in my writing book).	7
		I can sometimes organise my writing into sensible sections or paragraphs with help.	I can often organise my writing into sensible sections or paragraphs.	*I can usually organise my writing clearly with a beginning, sensible sections or paragraphs containing linked sentences, and an ending. I usually remember to show that I have started a new paragraph.	8
		I can organise my non-fiction writing into sections with a heading at the start and some sub-headings with help.	I can sometimes organise my non-fiction writing into sections with a heading at the start and sub-headings for each section.	I can usually organise my non-fiction writing into sensible sections with an appropriate heading at the start and suitable sub-headings for each section.	9
		I can create and describe a simple story setting and two or three characters with some support.	I can usually create and describe a simple story setting and two or three characters.	I can mostly create and describe an appropriate story setting and two or three clear characters, adding some detail and information to help my reader's imagination	10
		My story plot is straightforward and includes large parts of a story shared in class.	My story plot mostly makes sense to the reader and might include large parts of a story shared in class along with some of my own imaginative ideas.	My story plot makes sense to the reader and might include some ideas adapted from a story shared in class along with my own imaginative, exciting ideas.	11
		I use some words which are well-chosen and match the topic.	I can use some interesting, varied descriptive words and phrases to add detail.	*I can use a range of interesting, appropriate words and phrases. I sometimes choose words because I know that they have an effect on my reader.	12

Grammar & Punctuation	I can write in the appropriate (past or present) tense for my task with support eg modelling beforehand.	I usually write in the appropriate (past or present) tense for my task with few mistakes.	*I mostly choose and use the correct verb tense for the writing task** with few mistakes. I am starting to vary verb tenses in the same piece of writing eg 'I hoped my team would win last week and they did. I am hoping they will win again tomorrow'.	13
	I can sometimes write a complex sentence with more than one clause joined by a conjunction eg 'because' with some support.	I sometimes make my sentences more varied by adding more than one clause and linking them by some different conjunctions, for example and, but, so, because.	*I write sentences which are varied because they often have more than one clause and are linked by a range of conjunctions**, for example: when, before, after, while, so, because	14
	I sometimes start sentences in a way other than with a name or pronoun with some support.	I write sentences which sometimes begin in different, interesting ways.	**I write sentences which often begin in different, interesting ways.**	15
	I use some appropriate conjunctions, adverbs and prepositions to show when, where or why something happened, with support.	I use some different conjunctions, adverbs and prepositions to show when, where or why something happened.	**I use a range of different conjunctions, adverbs and prepositions to show when, where or why something happened.**eg Adverbs: then, next, soon, therefore Conjunctions: when, before, after, while, so, because Prepositions: before, after, during, in, because of	16
	I often use capital letters and full stops correctly and sometimes use ? or !.	I mostly use capital letters, full stops, exclamation marks and question marks and commas in lists accurately.	* **I use capital letters, full stops, exclamation marks and question marks correctly and use commas in lists.**	17
	I sometimes use direct speech in stories.	I sometimes include direct speech in stories and show that I am aware of inverted commas and how they are used.	**I use inverted commas correctly to punctuate direct speech and include some direct speech in stories.**	18
	I show awareness of apostrophes.	I can usually place the possessive apostrophe in regular plurals.	**I usually use the possessive apostrophe correctly in words with regular plurals** eg girls', boys', animals' **and in some words with irregular plurals** eg women's men's.	19
Editing	I can proof-read my writing and, with help, spot some mistakes in spelling, grammar or punctuation and some places where my writing does not make sense.	I can independently proof-read and improve my writing, spotting and correcting some mistakes in Year 3 spelling, grammar and punctuation and finding some places where my writing does not make sense.	*I can independently proof-read and improve my writing** as I go or when I have finished it, spotting and correcting most mistakes in Year 3 spelling, grammar and punctuation and finding places where my writing does not make sense.	20

My Learning Reflection

	This term in my Writing, I have improved…	My next step in my Writing is to…	SPAG Test Score
Autumn:			
Spring			
Summer			

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference..
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.