

Steps to Success

Year 3

English

My next steps:



I can express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).

I can express time, place and cause using adverbs (e.g. then, next, soon, therefore).

I can express time, place and cause using prepositions (e.g. before, after, during, in, because of)

I can use punctuation from Years 1 and 2.

I can use inverted commas to punctuate direct speech.

I can proofread and edit for punctuation errors.

I can use paragraphs as a way to group related material.

I can use headings and sub-headings to aid presentation.

I can use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play instead of he went out to play.)

I can use ideas from my own reading and modelled examples to plan my writing.

I can demonstrate an understanding of purpose and audience.

I can use the structure of a wide range of text types.

I can create settings, characters and plot (narrative).

I can evaluate and edit my work.

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I can use a legible and consistent style of handwriting with increasing accuracy.

I can use further suffixes and understand how to add them (-less, -ly, -le, -ic)

I can use further prefixes and understand how to add them (pre-, dis-, mis-, re-, sub-, tele-, auto-, super-)

I can use further homophones (brake /break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign).

I can spell words that are often misspelt (from the Year 3 word list).

I can spell words that are often misspelt (new words, words from the Year 3 word list, words from personal lists).

I can proofread and edit for spelling errors.

I can compose sentences orally (including dialogue).

I can make deliberate ambitious word choices to add detail.

Sentence structure

Punctuation

Text organisation

Effect on audience

Handwriting

Spelling

Vocabulary