

Year 3		Step 10	Step 11
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words 	<ul style="list-style-type: none"> - I can use the first two or three letters of word to check its spelling in a dictionary. - I am using an increasing range of strategies to help me learn new words - I am able to practice new spellings and check whether I have written them correctly
	Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. - I am beginning to use the lead in and lead out strokes to join my letters (see school handwriting policy). - I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> - I understand which letters are best left un-joined. - I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant
Writing Composition	<p>Working towards:</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil 		
Vocabulary & Grammar	<ul style="list-style-type: none"> - I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am beginning to identify and understand the main clause in a sentence. - I understand the term paragraph as a way of grouping related material. - I understand what a noun or pronoun is and am beginning to use these in my writing. - I understand that bossy verbs are known as imperative verbs. - I understand the term preposition in relation to position. - I can develop the range of time and linking words used to start sentences. - I can classify adjectives. - I can develop my use of adverbs. - I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel. 	<ul style="list-style-type: none"> - I can use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am developing the use of the main clause in a sentence. - I can plan to use paragraphs to group related material. - I can identify regular and irregular verbs. - I understand the difference between a clause and a phrase. - I can use preposition to show position of objects in relation to one another. - I can use a variety of sentence openers to add interest. - I can use selected adjectives to create variety and add impact. 	
Punctuation	<ul style="list-style-type: none"> - I can confidently use capital letters and full stops to demarcate a sentence. - I am developing confidence in using inverted commas in direct speech. - I am confidently using commas in a list. 	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I am beginning to use a comma to mark a pause in a complex sentence. 	