

Year 3		Step 11	Step 12
Writing Transcription	Spelling	<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 	<ul style="list-style-type: none"> - I use a dictionary to edit my writing. - I can talk about how I use apostrophes in my writing. - I can spell further homophones - I can spell words that are often misspelt
	Handwriting	<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 down strokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> - I correctly form my ascenders and descenders. - I take pride in how my writing looks - I can check all aspects of clarity and consistency in my handwriting
Writing Composition		<p>Working towards Step 12:</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 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. 	<ul style="list-style-type: none"> - I can use the main clause in a sentence. - I am beginning to identify the subordinate clause in a sentence. - I am confidently using paragraphs to structure my writing in a variety of genre. - I can use nouns or pronouns appropriately to avoid repetition. - I am beginning to use a range of regular and irregular verbs. - I can accurately use preposition to show position of objects in relation to one another. - I can develop my repertoire of sentence openers. - I can consider the impact that different adjectives have in my writing. - I consistently use the correct determiner.
Punctuation		<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. 	<ul style="list-style-type: none"> - I can use speech appropriately in my writing. - I can use commas to mark a pause in a complex sentence