TARGET BOOK FOR WRITING AND READING

NAME: _____

YEAR 3

Wilkinson Primary School
Target Card
Literacy Writing
P7

SENTENCE STRUCTURE

- I understand that a picture or words in a book are in order
- I know that words are put in a certain place on a page

WORD

- I can find rhyming words in lists
- I can recognise the first letter of my name
- I can say the sounds made by some letters
- I can find a letter when I hear the sound that letter makes

TEXT STRUCTURE AND ORGANISATION

- I can follow a simple story with an adult
- I can understand simple words such as books, back, front
- I can retell a simple story with words and actions
- I can talk about something that has happened and I tell the event in the correct order
- I can pick out a character's name or important phrase by recognising the first letter or a whole word
- I help act out a story on my own
- I can retell a whole story or a rhyme

I can	Maths – Year 3 (exceeding)	✔	Date
Fractions	Begin to understand how to use a decimal point e.g. 3/10 = 0.3 and the column after the decimal point is called tenths.		
	Add and subtract fractions with the same denominator up to one whole e.g. 2/9 + 8/9 = 10/9 and 10/9 – 8/9 = 2/9. I realise that 10/9 is greater than one and can suggest ways to record this.		
	Find trios of fractions that add up to a whole.		
	Devise fraction problems such as 'I have 24 counters. 1/3 of them are blue, 1/6 are red and 1/8 are green. The rest are yellow. How many are yellow?		
	Identify what types of fraction can be made with a set of 24 counters, comparing ¾ and 5/6 using the counters.		
	Place any fraction in an appropriate position on a number line.		
Measures	Add and subtract amounts of money up to £150.		
	Give change from £15.		
	Tell and write the 12-hour and 24-hour time using Roman numerals and translate onto a clock face.		
	Read time to the nearest minute and use a.m./p.m., morning, afternoon, noon and midnight and find the equivalent 24 hour time for p.m. times.		
	Calculate how long events or tasks will take such as 'There are three films on television this evening. Which ones do I have time to watch between finishing my meal and going to bed?'		
	Solve measure problems such as 'Arrange these containers in order of capacity by eye, then check your order.'		
	Measure the length and width of a rectangle and work out the perimeter.		
Shape	Explain why horizontal and vertical lines are always perpendicular and pairs of vertical lines are always parallel.		
	Explain why a triangle cannot have more than one angle that is greater than a right angle.		
	Use a compass to draw a circle with a radius up to 10cm and draw a right angle on the circle.		
	Draw a diagram of any rectilinear (made up of right angles) shape with given dimensions.		
	Identify objects that are approximately the same as known 3D shapes and explain why they might be that shape.		
	Program a screen turtle, such as LOGO, to trace out a path and complete a known shape.		
Statistics	Design a table for collecting data and construct an appropriate graph to represent it, justifying my strategy.		
	Solve increasingly complex one-step and two-step questions collecting the appropriate data to answer questions about how many pets, and of what sort, children have in my class.		

I can	Maths – Year 3 (exceeding)	✔	Date
Number and Place Value	Read, and write numbers to at least 1500 in numerals and words.		
	Count from 0 – 96 in 4s and 8s.		
	Compare and order numbers up to 1500 using =, > and <.		
	Explain why 28 rounds to 30 and 23 rounds to 20 to the nearest 10.		
	Work out 20 more than 186 or 300 less than 902.		
	Arrange three digit cards such as 4, 5 and 8, to make the number closest to 500 and can justify my choice using the language of place value.		
	Solve number problems like ''I have 362 plastic cubes and boxes that will hold 50, 20, 8 or 4 at a times. What is the fewest number of boxes I need to box all of them?'		
Addition and Subtraction	Add numbers with up to 4-digits, using the column method with carrying and exchanging.		
	Subtract numbers with up to 4-digits, using the column method with carrying and exchanging.		
	Estimate the answer to the nearest whole number.		
	Check the answer to 217 + 48 = 265, selecting from a range of checking strategies for the most appropriate one or by rounding the numbers, 200 + 50 = 250. I can check the answer to 217 – 48 by rounding to 200 – 50 = 150 and predict whether the estimate will be an over estimate or an under estimate.		
	Solve missing number addition and subtraction problems such as 'I am thinking of a number. I subtract 27 and add 13. I get 124. What is my number?		
	Solve more complex addition and subtraction problems such as 'You have six cards with the digits 2, 3, 4, 6, 7 and 8 on them, one digit per card. Arrange them to make three, two digit numbers so that the sum of them is as near to 100 as possible'.		
	Mentally add and subtract a 3-digit number with ones, tens and hundreds and missing numbers such as 384 = 171 + ?		
x and ÷	Begin to multiply a 2-digit number by a 2 digit number using a formal method such as the grid method.		
	Divide a 2-digit number by a single digit (81 ÷ 3) using a formal method such as chunking and explain how my method works and extend to more digits.		
	Answer multiplication and division facts for the 2, 3, 4, 5, 6, 7, 8, 10, 11 times tables very quickly.		
	Solve more complex problems missing number problems.		
	Solve problems involving multiplication and division such as 'A fish weights 50g. Another fish weighs eight times as much. How much does the larger fish weigh?'		
	Work out that 60 ÷ 3 by changing it to 6 ÷ 3 x 10 = 2 x 10 = 20.		

Wilkinson Primary School
Target Card
Literacy Writing
P8

SENTENCE STRUCTURE

WORD

- I can add a rhyming word to an unfinished rhyme
- I can pick out the first sound in a spoken word
- I can carry on giving rhyming words
- I can hear the sounds s, f, k, d, m, a at the beginnings of words
- I know the letter and the sound made by s, f, c ,d, m, a
- I can read some familiar words, signs, symbols e.g. names, captions, labels and words from favourite books

TEXT STRUCTURE AND ORGANISATION

- I can use simple words such as book, magazine, newspaper, back, front, beginning, end
- I can read and find words in a text I know
- I am starting to use pictures or first letter sounds to help me read unfamiliar words
- I can read parts and bits of rhymes or stories
- I can match a written and a spoken word

Wilkinson Primary School
Target Card
Literacy Reading
P7

TEXT STRUCTURE AND ORGANISATION

- I can follow a simple story with an adult
- I can understand simple words such as books, back, front
- I can retell a simple story with words and actions
- I can talk about something that has happened and I tell the event in the correct order
- I can pick out a character's name or important phrase by recognising the first letter or a whole word
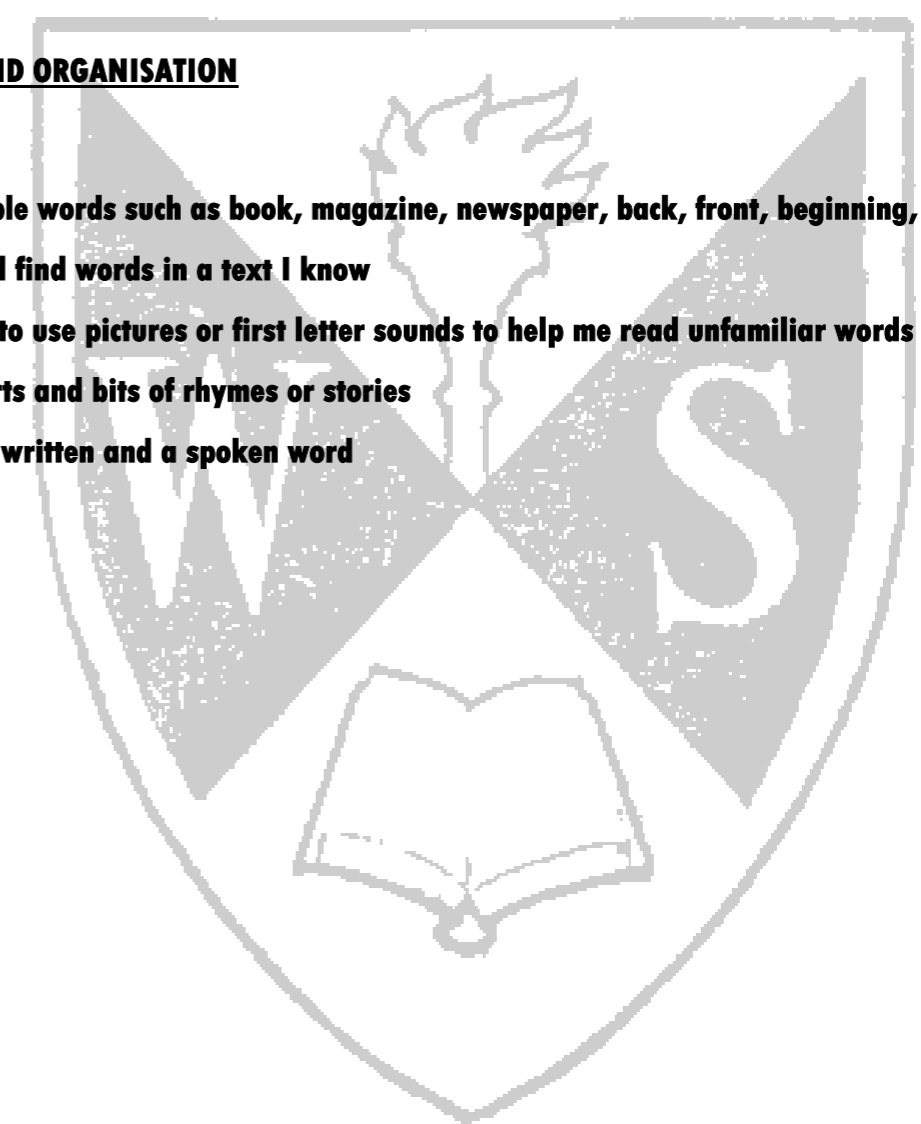- I help act out a story on my own
- I can retell a whole story or a rhyme
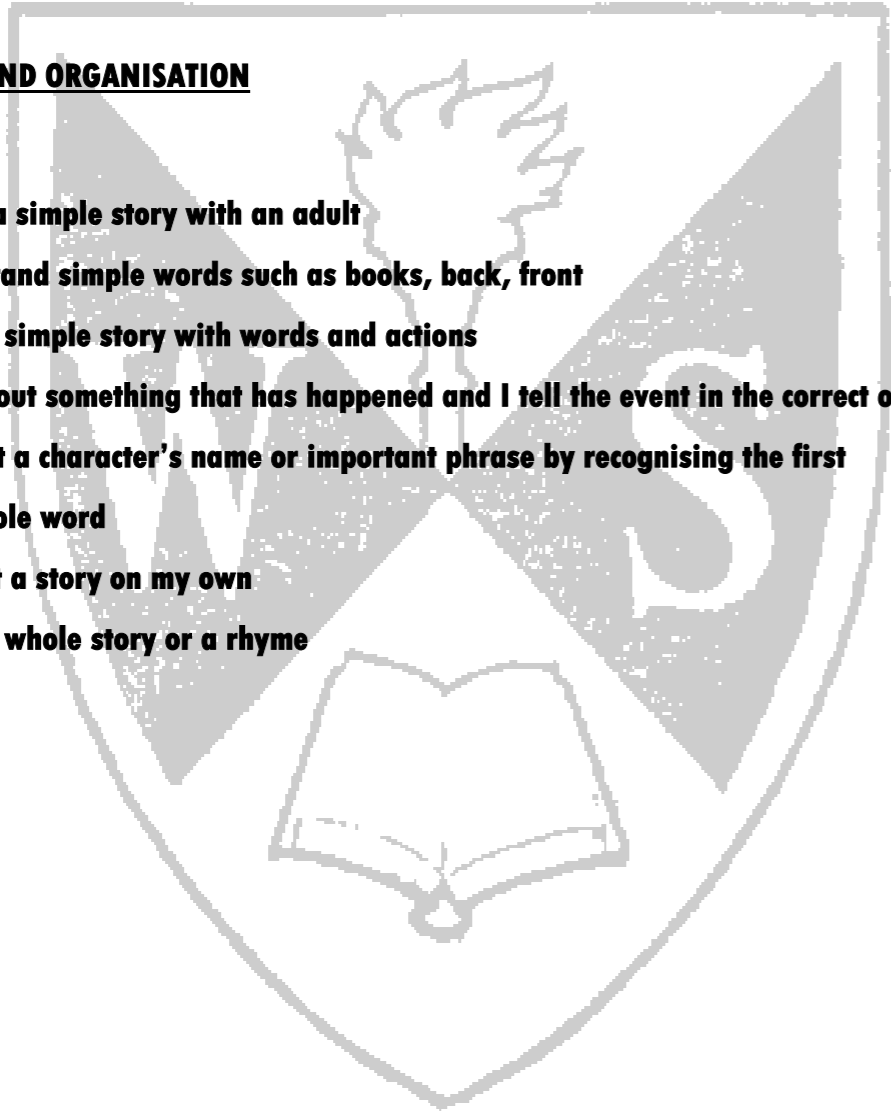
I can	Maths – Year 3 (expected)	✔	Date
Fractions	Draw a 2 by 4 rectangle and demonstrate that 2/8 is equivalent to ¼ and that 4/8 is equivalent to ½.		
	Add and subtract fractions with the same denominator up to one whole e.g. 2/9 + 8/9 = 10/9 and 10/9 – 8/9 = 2/9.		
	Continue the sequence of tenths, 1/10, 4/10, 7/10 for five more terms.		
	Solve fraction problems such as 'I have 12 counters. ¼ of them are blue, 1/3 are yellow and the rest are green. How many are green?		
	Arrange a set of 24 counters into equal groups and select 1/6 of them, recording my selection as a fraction.		
	Arrange a set of 24 counters into equal groups and select 4/6 of them, recording my selection as a fraction.		
	Place 1/3 and 5/7 at an appropriate place on a number line.		
Measures	Add and subtract amounts of money up to £100.		
	Give change from £10.		
	Tell and write the 12-hour and 24-hour time using Roman numerals.		
	Write any analogue time in a digital format.		
	Read time to the nearest minute and use a.m./p.m., morning, afternoon, noon and midnight.		
	Calculate how long events or tasks will take such as 'There are three films on television this evening. Which is the shortest one?'		
	Solve measure problems such as 'How much longer is my pencil than Toby's pencil?		
	Measure the perimeter of a rectangle such as a book or a picture.		
Shape	Draw horizontal, vertical, perpendicular and parallel lines and identify them in the classroom environment.		
	Know a right angle has 90˚ and a straight angle has 180˚.		
	Sort a set of angles according to whether they are greater than or less than a right angle.		
	Use a compass to draw a circle with a radius up to 10cm.		
	Draw a parallelogram with sides of 7cm and 5 cm using a ruler and describe its properties including angles.		
	Identify objects that are approximately the same as known 3D shapes and describe their properties.		
	Predict the next shape in a pattern or sequence involving rotation or reflection.		
	Program a screen turtle, such as LOGO, to trace out a path.		
Statistics	Construct tables to represent information and then represent it in a bar chart.		
	Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in tables.		

I can	Maths – Year 3 (expected)	✔	Date
Number	Read, and write numbers to at least 1000 in numerals and words.		
	Count from 0 – 96 in 8s.		
	Compare and order numbers up to 1000 using =, > and <.		
	Round a whole number up to 100 to the nearest 10.		
	Find 10 ten less than 372 or 100 more than 604.		
	Arrange three digit cards such as 3, 4 and 7, to make the largest possible number and can justify my choice of 743 using the language of hundreds, tens and units.		
	Solve number problems like 'A path is 750 cm long. It is paved with slabs of length 50 cm. How many slabs are needed?		
Addition and Subtraction	Add numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Subtract numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Estimate the answer to a calculation.		
	Check the answer to 217 + 48 = 265 by working out 265 – 48 = 217 or by rounding the numbers to 200 + 50 = 250. I can check the answer to 217 – 48 by rounding to 200 – 50 = 150.		
	Solve missing number addition and subtraction problems such as 'I am thinking of a number. I subtract 14 and add 5. I get 91. What is my number?		
	Solve more complex addition and subtraction problems such as 'You have four cards with the digits 2, 4, 7 and 8 on them, one digit per card. Arrange them to make two, two digit numbers so that the sum of them is as large as possible'.		
	Mentally add and subtract a 3-digit number with ones, tens and hundreds such as 283 – 40.		
x and ÷	Multiply a 2-digit number by a single digit (27 x 3) using a formal method such as the grid method.		
	Divide a 2-digit number by a single digit (81 ÷ 3) using a formal method such as chunking.		
	Answer multiplication and division facts for the 2, 3, 4, 5, 8, 10, 11 times tables very quickly.		
	Solve problems, including missing number problems.		
	Solve problems involving multiplication and division such as 'Fred has five goldfish and Jake has four times as many. How many goldfish does Jake have?'		
	Work out that 6 x 3 x 5 by changing it to 6 x 5 x 3 = 30 x 3 = 90.		

Wilkinson Primary School
Target Card
Literacy Reading
P8

TEXT STRUCTURE AND ORGANISATION

- I can use simple words such as book, magazine, newspaper, back, front, beginning, end

- I can read and find words in a text I know

- I am starting to use pictures or first letter sounds to help me read unfamiliar words

- I can read parts and bits of rhymes or stories

- I can match a written and a spoken word

I can	English – Year 3 (emerging)	✔	Date
Word Reading	Tell you the meaning of some new words.		
	Read some words that I have never seen before.		
Comprehension	Listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.		
	Read a range of books that are structured in different ways and for a range of purposes.		
	Recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.		
	Recognise and discuss some key themes and plots in a range of books.		
	Read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.		
	Recognise, with support, some different forms of poetry.		
	Sometimes use a dictionary to check the meaning of words I have read.		
	With support, check what I read makes sense and self-correct when I mis-read and can sometimes explain how the same word can have different meanings in different contexts.		
	Sometimes ask myself questions to improve my understanding when independently reading texts.		
	Independently recognise the main ideas in paragraphs and can sometimes summarise the paragraphs.		
	With support, I can make inferences from my reading of texts and am beginning to explain my thinking, returning to the text to support opinions when prompted.		
	Sometimes read 'between the lines' when independently reading texts and draw on my experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.		
	Sometimes identify words or phrases that interest, inspire or intrigue me from my reading and sometimes say why.		
	With support, identify good language, layout and presentational features and sometimes show understanding of how these help the reader understand the text.		
	With support, identify questions to be answered beforehand and use the features of non-fiction texts to answer them.		
	With support, discuss my reading of texts in groups or whole class.		

I can	Maths – Year 3 (emerging)	✔	Date
Fractions	Count up and down in tenths, e.g. I can continue the sequence 1/10, 3/10, 5/10 for two more terms with prompting.		
	Make tenths from dividing an object into 10 equal parts such as dividing a cake into 10 equal pieces and identifying four of them as four tenths.		
	Compare and order unit fractions such as identifying the larger of 1/3 and 1/5 with supporting diagrams.		
	Arrange a set of 12 counters into six groups of two counters each and select, with prompting, 1/6 of them.		
	Arrange a set of 12 counters into six groups of two counters each and select, with prompting, 3/6 of them.		
Measures	Add and subtract amounts of money up to £10.		
	Give change from £1.		
	Interpret the quarter hours on an analogue clock using Roman numerals.		
	Write o'clock in analogue time in a digital format such as three o'clock written as 03:00.		
	Measure lengths, mass and volume of different objects and find their totals and differences, e.g. which of these three pencils is the longest?		
	Measure the perimeter of a 2-D shape such as a rectangular picture, with support.		
	Say the relationship between all units of measurement.		
	Say the number of seconds in a minute, days in each month, year and leap year.		
Shape	Draw and name 2-D shapes such as a rectangle with sides of length 7cm and 5cm using a ruler.		
	Identify objects that are approximately the same as spheres and cylinders, with prompting.		
	Make 3-D shapes using modelling materials such as a cube using more than one type of modelling material.		
	Identify right angles; recognise that 2 right angles make a half-turn and four make a complete turn.		
	Say whether angles are greater or less than a right angle.		
	Predict the next shape in a repeating pattern.		
	Program a screen turtle, such as LOGO, to trace out a path, with prompts.		
Statistics	Interpret data using bar charts with simple scales e.g. 2, 5, 10 units.		
	Interpret data using pictograms with simple scales e.g. 2, 5, 10 units.		
	Solve one-step and two-step questions using information in scaled bar charts and pictograms.		

I can	Maths – Year 3 (emerging)	✔	Date
Numbers Place Value	Count from 0 in multiples of 4, 50 and 100.		
	Work out ten more than 23 or ten more than 125.		
	Calculate the value of each digit in a 3-digit number by partitioning in different ways.		
	Read and write numbers to at least 500 in numerals and words.		
	Compare and order numbers up to 500 using =, > , <.		
	Round 18 to the nearest 10 with a supporting number line.		
	Solve number problems such as 'I have 156 plastic cubes and give away 10 of them. How many do I have left?'		
Addition Subtraction	Mentally add and subtract a 3-digit number with ones, tens and hundreds such as 273 – 2.		
	Add two 2 digit numbers using the column method with 'carrying' using multi-base apparatus.		
	Subtract two 2 digit numbers using the column method with exchanging using multi-base apparatus.		
	Check the answer to 19 + 8 = 27 by working out 27 – 8 = 19 or by realising that 19 is close to 20 and 8 is close to 10 so the answer should be close to 30.		
	Solve missing number addition and subtraction problems such as 'I am thinking of a number. I subtract 13 and I get one more than 6. What is my number?		
	Solve more complex addition and subtraction problems such as 'You have four cards with the digits 1, 2, 3 and 4 on them, one digit per card. Arrange them to make two, two digit numbers so that the sum of them is as large as possible. A clue is that one of the numbers could be 42.'		
x and ÷	Answer multiplication and division facts for the 2, 3, 4, 5, 10, 11 tables very quickly.		
	Multiply a 2-digit number by 2, 3, 4, 5 using a simple formal grid method. Jottings used to support.		
	Divide a 2-digit number by 2, 3, 4, 5 using a formal method such as chunking. Jottings used to support.		
	Solve problems involving multiplication and division such as 'Gita has two pencils. Mary has three times as many pencils as Gita. How many pencils does Mary have?'		
	Work out that 2 x 8 x 5 by changing it to 2 x 5 x 8 = 10 x 8 = 80, with prompting.		

I can	English – Year 3 (emerging)	✔	Date
Transcription/ Spelling	Tell you what a prefix/suffix is and use with developing accuracy in spelling of words.		
	Write some words that sound the same but are spelled differently.		
	Spell some commonly mis-spelled words and notice when I have made an error.		
	Begin to use the possessive apostrophe for regular plurals.		
	Check words in a dictionary using knowledge of alphabetical ordering.		
	Write short sentences that have been said by the teacher containing spelling patterns taught so far.		
Composition	Plan my writing by discussing my writing before I start, including features and vocabulary needed within the writing.		
	Begin to display knowledge of a range of genres so as to write across a range of genres.		
	Draft the work I am planning to complete orally and on paper.		
	Create characters and a plot for a story, using setting and descriptive language to help create atmosphere.		
	With support, I can sometimes organise material into chunks and write a series of linked sentences for each.		
	Use headings and sub- headings in non-fiction writing.		
	Evaluate my work checking for spelling and errors, sentence types and vocabulary choices.		
	Read my work out loud in front of the class, using expression to aid meaning.		
Handwriting	Join up some letters and understand which letters should be joined up. I may need to be reminded about joining and lead-ins		
	Can sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed house style.		
Spelling, grammar and punctuation	Write sentences that have one or more clauses.		
	Use some conjunctions like when and if, but, or, yet, so		
	Begin to use the present perfect form of verbs. Use the correct tense for the genre of writing.		
	Use some adverbs, conjunctions and prepositions to express time.		
	Use some fronted adverbials.		
	Use some of the grammar I have learned.		
	Begin to punctuate some direct speech. Use other punctuation taught so far.		
	Use some of the correct nouns and pronouns.		
	With support, I can decide whether a noun needs 'a' or 'an' in front of it and sometimes make the right choice in my independent writing.		

I can	English – Year 3 (expected)	✓	Date
Word Reading	Read applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words		
	Read further exception words with unusual ways of matching spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength.		
Comprehension	Listen attentively; take part in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.		
	Independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading and features of different texts.		
	Independently be able to discuss a wide range of age-appropriate books re-telling some of these orally.		
	Identify and discuss themes and features in a wide range of age-appropriate books: in non-fiction, I can identify presentational features e.g. numbering and headings.		
	I can read aloud and perform poems and play scripts, showing understanding of intonation, tone, volume and action. Re-read, rehearse and perform		
	Identify and name some different forms of poetry: e.g. free verse, narrative poetry.		
	Usually use a dictionary independently to check the meaning of words.		
	Independently check texts for sense, self-correcting if misread and discuss the meaning of new words.		
	Ask questions to improve understanding when independently reading.		
	Independently, identify the main ideas in paragraphs and can usually summarise the paragraph.		
	Make inferences from my reading texts, often, but not always, using the text for evidence.		
	Read 'between the lines' when reading a text and draw on my experience of similar texts to predict what might happen next.		
	Identify words or phrases that interest, inspire or intrigue, such as words used to create mood, atmosphere.		
	Identify distinctive language, structural and presentational features in my reading of texts and say how these help the reader find meaning from the text e.g. paragraphs.		
	Identify questions to be answered beforehand and use the specific features of non-fiction texts to answer them.		
	Discuss reading of texts in groups and whole class.		

Wilkinson Primary School
Target Card
Numeracy
P8

- I can chant numbers up to 10 and then more than 10
- I can start chanting from a number given by my teacher e.g. 5
- I can count up to 10 objects
- I can say which number is more or less
- I can read numbers up to 9 and can match them to groups of objects
- With objects, I can add one or take one away from the group
- I am starting to use numbers such as first, second, third and know what these mean
- I can estimate a small number and then use my counting skills to check
- I can spot a pattern and describe how that pattern works
- I can solve simple problems using my skills
- I can make simple estimates e.g. *how many cubes will fit into the box*
- I can say which is the *long or short* object or the *tall or short object*
- I know there are days of the week
- I know there are important parts of the day e.g. meals, bedtime
- I can talk about shapes using words like *straight, circle, larger*
- I can talk about the shapes I can see in pictures and patterns

Wilkinson Primary School
Target Card
Numeracy
P7

- I can chant numbers to 10
- I can count out 5 objects
- I can read numbers to 5
- I know that a number is an amount of something
- I know phrases such as *"How many?"*
- I can say which group has more or less in it, or by seeing a bigger group or a smaller group
- When playing and can *add one* to a group or *take one* away from a group
- I can sort objects into certain groups when my teacher tells me what I have to look for
- I can spot the object that is in the wrong group
- I know the words *forwards* and *backwards*
- I can pick out a shape when I hear my teacher say a shape name
- I can use words to say how *big or small* something is or how much of something there is
- I can use words to say *where* something is

I can	English – Year 3 (expected)	✓	Date
Trans-cription	Tell you what a prefix and a suffix are.		
	Write correctly lots of words that sound the same but are spelled differently – homophones.		
	Identify most common spelling mistakes from the 3/4 list and begin to use taught strategies to help with spellings.		
	Use the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.		
	Check words in a dictionary.		
	Write sentences that have been dictated by the teacher spelling correctly spelling patterns and punctuation taught to date.		
Composition	Usually identify and name key organisational and language features of a shared text e.g. headings, sub-headings, paragraphs, conjunctions, fronted adverbials.		
	Usually compose and speak a whole sentence: e.g. for a shared write or before writing independently, using newly acquired vocabulary and using recently learned sentence types.		
	Draft the work I am planning to complete orally and on paper showing ability to organise work into paragraphs and how paragraphs appear on a page.		
	Create settings, characters and a plot for a story showing ability to use a variety of descriptive techniques.		
	Use headings and sub-headings in a variety of genres.		
	Evaluate and edit my work and others' work, checking for spelling, punctuation and vocabulary errors.		
	Evaluate other people's work showing how and where to improve.		
	Read my work out loud in front of the class with expression		
Hand writing	Join up letters and understand which letters should be joined up maintaining a good writing position throughout.		
	Write in cursive handwriting smoothly and legibly.		
Spelling, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech. Use the punctuation taught to date: ! commas in lists, full stops, ? ,		
	Use the correct nouns and pronouns for effect, use a, an correctly		

I can	English – Year 3 (exceeding)	✓	Date
Word Reading	Read aloud accurately and make sense of new words with confidence.		
	Read a range of exception words with confidence, explaining the links between spelling and sounds.		
Comprehension	Listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.		
	Confidently read a range of books for a range of purposes.		
	Confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.		
	Confidently identify and discuss themes and conventions in a wide range of age-appropriate books.		
	Demonstrate enthusiasm to prepare and perform poems and play scripts and show understanding through appropriate intonation, tone, volume and action.		
	Confidently identify and name some different forms of poetry and name them.		
	Efficiently use a dictionary to check the meaning of new words.		
	Make sense of reading, self-correct when they mis-read and can often explain how the same word can have different meanings in different contexts.		
	Almost always ask themselves questions to improve their understanding.		
	Independently, identify the main ideas in paragraphs and can summarise accurately		
	Draw inferences from independent reading of texts and justify opinions with evidence from the text.		
	Read 'between the lines' when independently reading text and draw on my experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.		
	Almost always identify words or phrases that interest, inspire or intrigue from my reading and almost always say why.		
	Almost always identify distinctive language, structural and presentational features in texts and almost always show my understanding of how these help the reader gather meaning from the text e.g headings, paragraphs, glossary, font		
	Always identify questions to be answered beforehand and use non-fiction texts to gather information.		
	Almost always discuss my reading of texts in groups and whole class.		
Transcription/ Spelling	Spell some key stage 3 words.		
	Work out how to spell a word by breaking it down into parts and by confidently using prefix and suffix knowledge and associated rules.		
	Consistently spell correctly the words from the word bank.		
	Tell you what the possessive apostrophe is for and use it for contraction, possession including regular and irregular plural possession.		
	Use and spell most words that sound the same but have different meanings correctly.		
	Spell lots of words that are commonly misspelled and use a dictionary competently to check or find words.		
	Can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.		

TARGET BOOK

FOR

MATHEMATICS
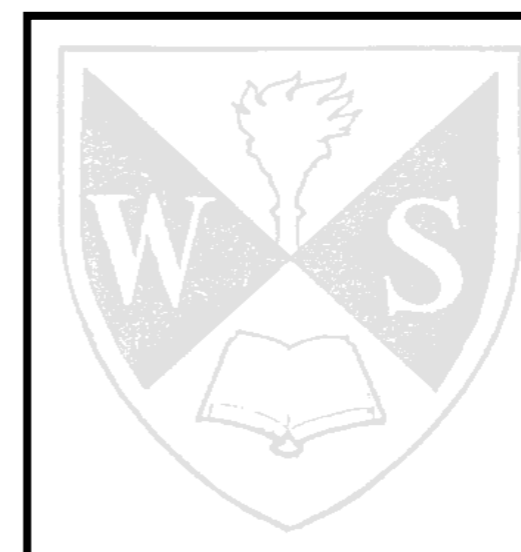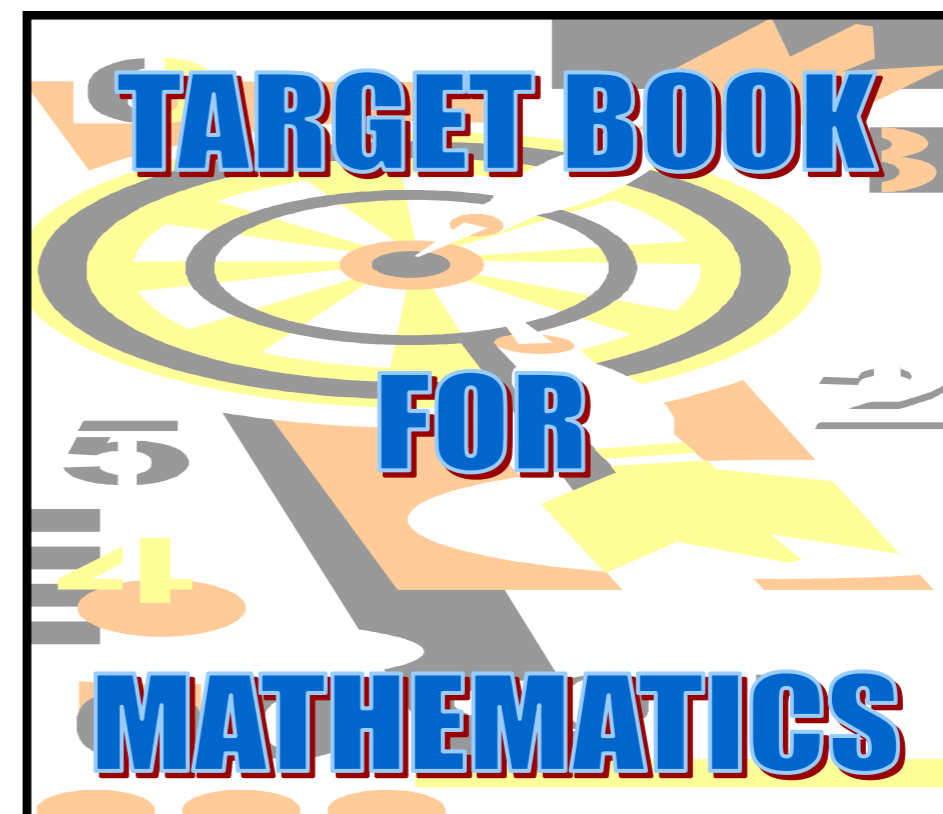
I can	English – Year 3 (exceeding)	✓	Date
Composition	Can consistently identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.		
	Can consistently and confidently organise my material into sensible chunks and write a series of linked sentences for each. I show paragraphs on the page and almost always remembers to do this as I write.		
	Can write for different audiences showing awareness of how structures and language will change depending on the audience.		
	Confidently tell you about what I'm going to write, how I am going to structure it nad the types of language features to include.		
	Draft my work orally and on paper.		
	Can consistently and confidently create an appropriate setting, two or three clearly different characters and a convincing plot, drawing on sections of a modelled story and on my wider reading of fiction.		
	Can use descriptive techniques to create atmosphere or character or detail. Can use technical vocabulary for effect.		
	Check peers' work for spelling, grammar and punctuation mistakes, vocabulary choices using a dictionary or thesaurus and structure of the work.		
Hand – Writ-ing	Consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all my letters as I have been taught. Lower and upper case letters, numbers are all the correct size and correctly formed.		
Spelling, grammar and punctuation	Begin to use the present perfect form of verbs.		
	Use the correct tense consistently for the genre.		
	Use inverted commas confidently and consistently to punctuate direct speech. Can use the comma with growing confidence in a range of sentences and for different purposes.		
	Use Standard English correctly displaying a good grasp for the grammar I have learned, explaining the grammar I have used.		
	After teacher modelling, I can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.		
	Can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing.		
	Consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and automatically applying the new learning across a range of independent writing.		