



Y3 KEY OBJECTIVES

Name: _____

A B C D Incidental (if applicable)

		A	B	C	D	Incidental (if applicable)	
Sentence	1. Secure in previous year group skills. (See assessment framework for previous Year Group if necessary)						
	2. Can use present and past tense mostly correctly and consistently						
	3. Can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses accurately						
	4. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play]						
	5. Expressing <u>time, place, manner</u> and <u>cause</u> using:	conjunctions [for example, when, before, after, while, so, because],					
		adverbs [for example, then, next, carefully, desperately]					
		prepositions [for example, before, after, during, in, because of]					
6. Some use of commas after fronted adverbials. (for both single words and fronted adverbial phrases)							
7. Consistently using a wide range of co-ordinating and subordinating conjunctions within accurately punctuated independent writing.							
Text	8. Use of paragraphs as a way to group related material (organised around a theme)						
	9. Headings and sub-headings to aid presentation - in non-narrative material, using simple organisational devices [for example, headings & sub-headings]						
	10. Appropriate choices of sentence openings, pronouns or nouns within and across sentences to aid cohesion and avoid repetition						
Punctuation	11. Accurately demarcate most sentences in their writing with capital letters and full stops; use question marks and exclamation marks correctly when required						
	12. Commas to separate items (and adjectives) in a list (E.g. milk, bread and cheese + the shimmering, golden dragon)						
	13. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]						
	14. Some accurate use of inverted commas to punctuate direct speech (GD - Completely accurate punctuation of speech)						
Handwriti	15. Can use spacing between words that reflects the size of the letters						
	16. Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
	17. 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 un-joined						
	18. Has begun to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]						
Spelling	19. Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
	20. All of the KS1 spelling rules used correctly and spell many common exception words* (See NC Appendix as necessary)						
	21. Accurate use of many of the Y3/4 Spellings taught so far and accurate use of Y3/4 Spelling list in independent writing						
	22. Consistently accurate use of all of the Y3/4 spelling rules taught so far and consistently accurate use of Y3/4 Spellings list in independent writing						
Comp	23. Can write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	24. Can write about real events, recording these simply and clearly						
	25. Uses a varied and rich vocabulary and an increasing range of sentence structures						
	26. In narratives, begin to create settings, characters and (appropriate) plots						
	27. write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)						
	28. use a range of precise and ambitious vocabulary (nouns, verbs and adjectives)						

