

LITERACY HOUR – TARGET STATEMENTS - RECORD SHEET.

YEAR 3. As for Year 2 plus..

	Group.	NAME. Date of birth.																			
	Reading age.	/ = . / = .																			
	Spelling age.	/ = . / = .																			
W O R D	SPELLING	Attempt to spell unfamiliar words knowing conventions and rules, and a range of strategies including phonemic, morphemic and etymological.																			
		Spell words containing common prefixes and suffixes e.g. un..., dis...,ly, ...ful.																			
		Use apostrophe for omission e.g can't																			
			Spell inflected forms of words containing short vowels, doubling the final consonant where necessary e.g. win – winning, beg - begged																		
	HANDWRITING	Write legibly with a joined hand, maintaining consistency in size and spacing.																			
S E N T E N C E	STYLE: Language effects	Use interesting vocabulary; vary use of adjectives and verbs for impact.																			
		Select nouns to be specific e.g. poodle rather than dog.																			
		Use terminology appropriate to text type.																			
	STYLE: Sentence construction	Write simple and compound sentences .																			
		Begin to use some subordinators e.g. if, so, while, though, since																			
		Vary openings of sentences to avoid repetition.																			
PUNCTUATION	Demarcate sentences in the course of writing , using full-stops, capital letters, question and exclamation marks, usually accurately.																				
	Begin to use speech marks and capital letters for a range of purposes.																				
	Secure the use of commas in a list.																				
T E X T	PURPOSE AND ORGANISATION	Use 1 st . or 3 rd . person and tense consistently.																			
		Use a range of connectives that signal time.																			
		Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting.																			
		Begin to address reader, for instance by using questions in non-fiction.																			
		Write narrative with a build-up and with complication that leads towards a defined ending, using a paragraph for each.																			
		In non-fiction, begin using basic structure e.g. introductory and concluding statements in non-chronological reports.																			
		Sequence sentences to extend ideas logically.																			
	PROCESS	Use language and structures from different text types for own writing.																			
		Generate and collect suitable words and phrases before writing.																			
		Use different planning formats e.g. charting, mapping, flow-charts, simple storyboards.																			
		Make and use notes.																			
		Identify and consider audience and how this affects writing.																			
		Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections.																			
		Be able to improve own writing and correct errors.																			
		Use I.T to polish and present.																			