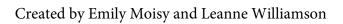
| | Year 3 | | |
|--------|---|--------------|---|
| | Writing I can Statements | (··) | T |
| | CrT7 - Creating Texts, PuN4/5 - Punctuation, GrA4 - Grammar | | |
| | The Writing Process | | |
| EN2-2A | I can plan, compose, review and publish a range of texts that are more demanding in terms of | | |
| | topic, audience, purpose and language. | | |
| | Planning | | |
| EN2-2A | I can discuss aspects of planning prior to writing. | | |
| | I can plan and organise my ideas using headings, graphic organisers, questions and mind maps. | | |
| | Composing I can write an informative text (to recount a personal experience or a sequence of events; to | | |
| | describe a person, thing or process). | | |
| | I can write an imaginative text (to recount a personal experience or a sequence of events; to describe a person, thing or process, to express thoughts and feelings). | | |
| CI | I can write a persuasive text (to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings). | | |
| | I can write using topic knowledge and learnt ideas on a range of topics. | | |
| | I can support my ideas with some detail and elaboration. | | |
| | I can expand on ideas using simple, compound and occasional complex sentences. | | |
| | I can use pronouns correctly to link to an object or person throughout a text. | | |
| | I can draw pictures to support my written text. | | |
| TFF | I can choose the correct tense within a sentence, so that my nouns and verbs match – past, | | |
| | present, future. | | |
| | I can organise my ideas using paragraphs that are in order and make sense. | | |
| | I can use time connectives and cohesive language to indicate cause and effect (next, since) | | |
| | I can apply irregular spelling patterns (cough) | | |
| | I can apply learnt spelling generalisations. | | |
| | I can spell most high-frequency words. | | |
| | I can use simple punctuation consistently in my writing (separates two adjectives before a noun | | |
| | with a comma – old, broken bike) | | |
| | I can use different types of verbs to describe action and affect the reader (tiptoes, instead of walked). | | |
| Vocab | I can use wordplay to affect the reader (repetitive patterns – alliteration). | | |
| | I can use synonyms to substitute common words (excited for happy). | | |
| | I can use words with multiple meanings correctly, according to context (right, bark). | | |
| | I can capitalise key events, geographic names and titles. | | |
| | I can use quotation marks. | | |
| PuN | I can use apostrophes for single possessives and am beginning to use apostrophes for plural | | |
| | possessives (planes' wings). | | |
| | I am experimenting with using capitals in headings correctly. | | |
| | I can write simple sentences correctly. I can write compound sentences to make connections between ideas using conjunctions (and, but, | | |
| | so). | | |
| | I am beginning to use adverbials to give details such as time, place and manner. | | |
| GrA | I can use simple present, past and future tenses accurately. | | |
| | I can use adjectives in noun groups. | | |
| | I can write sentences that may contain inaccuracies such as misuse of prepositions and past tense irregular verbs. | | |
| | Revising | | |
| CI | I can add detail to my writing by using ideas introduced from other sources. | | |
| EN2-2A | I can identify elements in my writing that need improvement and review using feedback from my teacher and peers. | | |
| | Editing | | |
| | I can reread my writing to check for consistency of meaning. | | |
| EN2-2A | I can reread my writing to check for appropriate structure | | |
| | I can reread my writing to check for appropriate grammatical choices and punctuation | | |
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Thomas Acres Public School