

## Writing – ‘I Can...’ Statements Band 3

I can use “a” and “an” correctly and explain why.

I can discuss my ideas and select new vocabulary

I can spell words using the suffix **-ous** e.g. **famous**

I know that some words belong to families of form and meaning e.g. **solve, solution, solver, dissolve, insoluble**

I can select, effectively use and check my use of the correct pronouns e.g. **I, he, she, they, it**

I can discuss & write down my ideas to create a plan e.g. story-maps, text maps, boxing up text types

I understand how to build nouns using a range of prefixes e.g. **super-, anti-, auto**

I can write about when things happen or happened using conjunctions  
e.g. **when, before, after, while**

I can read & analyse writing similar to that which I am planning and copy the style

I can write in sections with the same ideas grouped together

I understand how to change adjectives into adverbs using the suffix **-ly** e.g. **sadly**

I can explain why things happen or happened using; **so, therefore, because of**

I can choose varied words for effect that keep the reader interested e.g. **alliteration**

I can open complex sentences using when, after, since and commas e.g. **when he handed in his homework, he forgot the last page.**

I can spell further homophones  
e.g. **whose/ who’s, weather/whether**

I can use the same tense consistently e.g. the past tense throughout my story

I can collect and use noun phrases e.g. The **crumbly biscuit** with **tasty marshmallow pieces** melted in my mouth

I can order events using adverbs of time e.g. **then, next, soon**

I can identify words that are often misspelt (from our year 3 list) and correct them

I can make some use of the present perfect form e.g. **He has gone out to play** (instead of the simple past **He went...**)

I can include relevant description from my reading in my own writing e.g. **new adverbs, adjectives**

I can use headings or sub-headings to organise my ideas (**non-narrative**)

I can use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary.

I am trying to use **... , ? !** and check my own work for errors

I can vary how I begin my sentences using; **although, however, because**

I can use paragraphs in my writing to show a change e.g. in setting (**narrative**)

I can write and join my letters consistently in the same size

I can make some use of inverted commas “ ” to punctuate speech

I can discuss the effectiveness of my own and other’s writing and suggest improvements

I can sequence my narrative writing with a beginning, middle and ending

I can join my letters neatly and know which are best not joined

**Vocabulary, Grammar & Punctuation**

**Composition-effectiveness for purpose**

**Composition-structure & organisation**

**Spelling & Handwriting**

