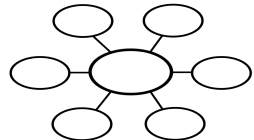
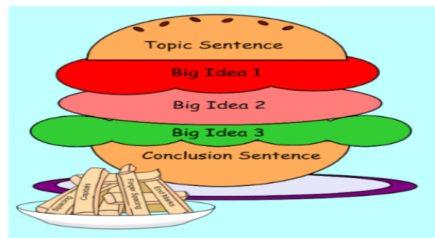
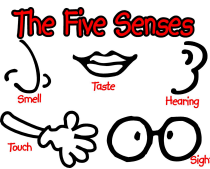
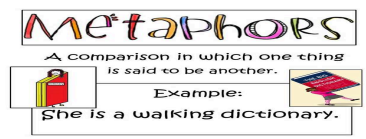
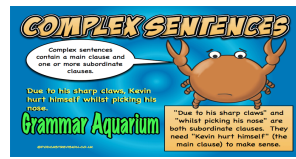


Level 3 Writing Goals 2023

 Organising Ideas  Generating Ideas	I will choose the best planning tool to organise my ideas.  I will explain my thoughts, feelings and ideas in my writing. E.g. Finally, we arrived home and I felt relieved. It had been a very long scary trip.	I will organise my thoughts, feelings and ideas into paragraphs. 	I understand why I am writing and I will use an appropriate format I will write directly to my audience so they feel I am talking to them. 
 Words 	I will use 'show don't tell' and write with my 5 senses with confidence. E.g. touch, smell, see, hear, taste.  I will include <u>metaphors</u> in my writing E.g. She is a walking dictionary. 	I will include <u>personification</u> in my writing E.g. The stars winked at me  I will use adjectives, similes and onomatopoeia with confidence. 	I will show you how I used <u>precise nouns</u>: e.g. '<u>habitat</u>' instead of '<u>home</u>' I will show you how I used <u>precise verbs</u>: e.g. e.g. I <u>stroked</u> the dog/ I <u>touched</u> the dog I will show you how I used <u>adverbs</u>: e.g. <u>Frantically</u> Lily ran to her mum
 Sentences	I will use different sentence beginnings and types to add impact to my writing: • simple e.g. They ran away. • compound e.g. The bus came and the people got off. • complex e.g. All of a sudden, the sky was filled with flashes.	I will write complex sentences with confidence. e.g. Because my pepperoni pizza was cold, I put it in the microwave. 	I will always use the correct tense: - <u>past</u>: e.g. We were in the city. - <u>present</u>: e.g. We are in the city. - <u>future</u>: e.g. We want to be in the city. 
 Spelling	I will spell words using my memory, spelling rules/ sounds and dictionaries / thesauruses / online tools. e.g. U always follows Q I before E except after C All syllables include at least one vowel S never follows X Drop the silent E before most suffixes	I will use my understanding of <u>singulars</u> and <u>plurals</u> to spell new words. e.g. Toe-Toes Trolley-Trolleys Daisy-Daisies, Bus-Buses. Leaf-leaves, woman-women, mouse-mice. I will use my understanding of root words, prefixes and suffixes to spell new words and work out the meaning. e.g. happy-unhappy-happily, behave-misbehave-behaviour.	I will acknowledge words I am unsure of and correct these with independence: E.g. If words are underlined in red or green I will right click and look at the feedback.
 Punctuation	I will use capital letters for sentence beginnings and proper nouns all of the time: e.g. names of people and places, days and months, movie and book titles. I will use speech marks with confidence. e.g. My friend shouted "Come to my house at 4:30 this afternoon."	I will use apostrophes to show: - <u>ownership</u>: e.g. The boy's coat - <u>plurals ending in 's'</u>: e.g. The boys' coat	I will use commas in - <u>Lists</u>: e.g. They wanted a soccer ball, two tennis rackets, four hats and a pair of boots. - <u>complex sentences</u>: e.g. Before the rain came, the day was sunny and bright.
 Editing	I will <u>proofread</u> to check and <u>edit</u> to improve spelling, grammar and punctuation with confidence.	I will recraft my writing by adding: - extra details - language features e.g. adjectives, nouns, verbs, similes, metaphors I will check that my main ideas are supported by details in each paragraph.	I will give <u>feedback</u> to others about how to recraft and improve their writing based on the writing skills success criteria. 

