



Writing Progression Year 3

Autumn	Spring	Summer
<p>Key -three 'Front Loaded' Objectives:</p> <ul style="list-style-type: none"> - Joining handwriting using a cursive script. - Organising ideas and paragraphs around a theme - Key homophones there, their, they're, where, were, we're. 	<p>Key -three 'Front Loaded' Objectives:</p> <ul style="list-style-type: none"> - 'Fixing' weaknesses identified in English Implications Document. - To build cohesion across and within paragraphs avoiding repetition. - Choosing vocabulary, including nouns, to make writing clearer. - 	<p>Key -three 'Front Loaded' Objectives:</p> <ul style="list-style-type: none"> - 'Fixing' Spring Weaknesses identified in Implications Document. - Using a wider range of sentence types. - Speech punctuation
<p>TAPS To report To entertain Non-Chronological Report, Fictional Recount in the Form of a Diary, Recount, Description, Explanation</p>	<p>TAPS To explain To report Narrative, Dairy, Report, Narrative, Speech</p>	<p>TAPS To entertain To instruct Description, Letter, Recount – Story, Narrative, Narrative</p>
<p><u>Features of Writing</u> Use rich and varied vocabulary, organises paragraphs around a theme, creates settings, characters and plot in narratives, use simple organisational devices, extends the range of sentences with more than one clause by using a wide range of conjunctions and subordinate clauses, use adjectives, adverbs, prepositions, use present perfect form of verbs, choose nouns and pronouns appropriately, use conjunctions, adverbs and prepositions to express time and cause, learns the grammar for Year 3 in the English Appendix Standard English</p> <p><u>Punctuation</u> Uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural, uses and punctuates direct speech</p> <p><u>Spelling</u> Uses further prefixes and suffixes and understands how to add them, spells further homophones, spell words that are often misspelt (English Appendix 1), places the possessive apostrophe accurately in words with regular and irregular plurals</p> <p><u>Handwriting</u> Develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined, increased legibility, consistency and quality of their handwriting.</p>		



Content from previous Years

Joins words and joins clauses using subordination and co—ordination, punctuates sentences using a capital letter and a full stop, question mark or exclamation mark, uses a capital letter for names of people, places, days and personal pronoun 'I', uses expanded noun phrases, uses tense accurately, uses different sentence forms,

Writing Transcription

Spelling mostly correct, including some technical vocabulary
 Some spelling is correct, although many errors; for example, minuts, tow, there, thay
 Errors with past tense- 'ed'; for example, whispered, complaynd, stepped
 Most spelling is correct, including some beyond in the year 3 curriculum.

Writing Composition

Simple organisational devices; for example, heading and subheadings used
 Paragraphs are mostly under relevant heading
 Formal style appropriate for report
 Diary starts by describing the setting
 Characters introduced in first paragraph
 Informal style appropriate for diary
 Factual Writing style suited to recounting the events
 Adverbs used to build a range of sentence structures
 Descriptive writing style, with use of adjectives, suited to the purpose of the text
 Writing style suited to the purpose of an explanation text
 Paragraphs organised around a theme

Writing Grammar and Punctuation

Punctuation mostly accurate, including some contractions and commas in a list. There is attempt to use inverted commas.

Writing Transcription

Spelling mostly correct with only a few spelling errors; for example, really, wich
 Most spelling is correct, including some challenging vocabulary for Year 3

Writing Composition

Setting and main character introduced in first paragraph
 Rich Vocabulary used for description
 Adverbs to help paragraph organisation
 Simple organisational devices used; for example, heading and caption
 Factual style with interviews appropriate for a newspaper report
 Paragraphs organised around a theme
 Description has more narrative than descriptive elements
 Developed from an image
 Main character introduced in first sentence
 Detailed description of setting
 Recount retells events of a trip in chronological order
 Informative style appropriate for the audience
 Adverbs used to help paragraph organisation

Writing Grammar and Punctuation

Writing Transcription

Spelling mostly correct with very few errors

Writing Composition

Paragraph used to report on different aspects of the topic
 Informative style appropriate for the audience
 Description describes both the appearance and the behaviour of the chosen character
 Factual style with interview appropriate for a newspaper report
 Paragraphs organised around a theme
 Simple organisational devices used; for example, heading and subheading
 Factual style with interviews appropriate for a newspaper report
 Informal style appropriate for a diary
 Develop from an image

Writing Grammar and Punctuation

Tenses mostly correct
 Punctuation is mostly accurate, including commas in a list and the apostrophe for contraction and possession



<p>Adjectives used to create expanded noun phrases Most appropriate tenses Some use of adverbials, prepositional phrases and conjunctions Some cohesive devices to organise ideas- beginning to paragraph, pronouns and dialogue Some use on conjunctions (co-ordinating and subordinating) Adverbs used as cohesive device alongside some attempt to paragraph Most sentences correctly demarcated, including question mark, an exclamation mark and commas in a list More challenging conjunctions; for example, However, Additionally Some attempt to create multi-clause sentence</p>	<p>Adjectives to create expanded noun phrases Appropriate tenses Some attempt to create multi-clause sentences Some attempt to create multi-clause sentences using subordination/adverbials Punctuation mostly accurate, including apostrophes for contraction and possession Choosing vocabulary to precisely match the formality Most sentences correctly demarcated, including inverted commas Subordinating and co-ordinating conjunctions used Carefully chosen vocabulary to match the formality Range of conjunctions used, including subordinating conjunctions Prepositional phrases used Adverbials used as a cohesive device</p>	<p>Adjectives are carefully chosen for effect Subordination used as a cohesive device and writing is in paragraphs Precise language choices for formality Develop multi-clause sentences Punctuation is accurate, including good understanding of capital letters for proper nouns Punctuation is mostly accurate, including an attempt to omit letters for dialect and apostrophes for possession Challenging language choices to recount and create character Punctuation is mostly accurate – inconsistent use of the apostrophe and inverted commas Adverbials and conjunctions used as cohesive devices Adjectives used to create expanded noun phrases Language choices match the formality of the story language</p>
<p><u>Working Towards</u> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<p><u>Expected</u> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write for a range of purposes • in narrative, create setting, characters and a beginning, middle and end 	<p><u>Greater Depth</u> The pupil can, with growing independence:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes, drawing on their reading to inform vocabulary and grammar choices



<ul style="list-style-type: none">• use present and past tense mostly correctly and consistently• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others• spell many common exception words• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <p>use spacing between words that reflects the size of the letters.</p>	<ul style="list-style-type: none">• in non-narrative, make some use of simple devices to structure the writing (e.g. headings)• make some use of paragraphs to organise ideas around a theme• use a range of conjunctions for co-ordination and subordination• add detail and precision in their writing through effective use of adjectives, adverbs and prepositions• demarcate most sentences in their writing using capital letters, question marks, exclamation marks and commas for lists• make some use of apostrophes for contraction and possession• demarcate some direct speech correctly• use past and present tense mostly correctly and consistently• spell correctly some of the words from the year 3/4 spelling list• use and apply the spelling rules for prefixes, suffixes to spell most words correctly in their writing.• write legibly using many joins <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<ul style="list-style-type: none">• organise their writing using headings, paragraphs, etc. to help the reader• use the full range of punctuation taught in KS1 correctly• demarcate direct speech mostly correctly <p>spell correctly many of the words from the Y3/4 spelling list</p>
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	National Curriculum Expectations	Skills/Knowledge	Strategies to support
LKS2	Proofreading For spelling and punctuation errors	Punctuation Spelling knowledge and rules – Ability to identify errors	Paired reading aloud to support peer marking Spot the error Model proof reading Use of word mats and dictionaries
	Editing evaluate and edit by: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Grammatical knowledge – appendix 1 Reading – texts using a variety of pronouns and sentence structures Automatically re-reading to check for sense	Modelled and shared writing – at the editing stage Success criteria and checklists Collaborative writing Contextual grammar teaching
	Refining evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements	Features of form/genre Clarity of purpose and audience Reading and evaluating effective vocabulary, sentence structures, etc.	Discussion of effectiveness in quality texts Shared and collaborative writing Comparing verbs, adjectives – investigating precise meaning, ranking, making choices, etc. Focused improvement of a paragraph/section of text