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|  | **English – Writing Y3, expected standard** | **Name:** | | | | | |
|  | **Skills Progression** |  |  |  |  |  |  |
|  | When children start Year 3, they should be able to: |  |  |  |  |  |  |
|  | * Spell the Year 2 common exception words |  |  |  |  |  |  |
|  | * Accurately read and write using the Y2 phonemes |  |  |  |  |  |  |
|  | * Add -er, -ed, -ing, -est applying Y2 spelling rules |  |  |  |  |  |  |
|  | * Write accurately punctuated, coherent sentences |  |  |  |  |  |  |
|  | * Use expected punctuation from Year 2 |  |  |  |  |  |  |
|  | * Form letters of the correct size and use joining as appropriate |  |  |  |  |  |  |
|  | * Use expanded noun phrases |  |  |  |  |  |  |
|  | * Use past and present tense consistently |  |  |  |  |  |  |
|  | * Use simple and progressive verb forms |  |  |  |  |  |  |
|  | * Proof-read and edit their writing |  |  |  |  |  |  |
| 1 | Write for a range of purposes and audiences based on personal experience and high-quality texts |  |  |  |  |  |  |
| 2 | Use **a** or **an** correctly |  |  |  |  |  |  |
| 3 | Use a range of adverbs, conjunctions and prepositions: ***time*** |  |  |  |  |  |  |
| 4 | Use a range of adverbs, conjunctions and prepositions: ***place*** |  |  |  |  |  |  |
| 5 | Use a range of adverbs, conjunctions and prepositions:  ***cause*** |  |  |  |  |  |  |
| 6 | Create plots in narratives with a clear opening, build up, dilemma, resolution, ending |  |  |  |  |  |  |
| 7 | Create settings that are appropriate for the type of story/effect |  |  |  |  |  |  |
| 8 | Describe characters in narratives |  |  |  |  |  |  |
| 9 | Use the present perfect form of verbs |  |  |  |  |  |  |
| 10 | Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences |  |  |  |  |  |  |
| 11 | Use paragraphs to group related ideas |  |  |  |  |  |  |
| 12 | Use commas in lists, apostrophes for contraction and singular possession |  |  |  |  |  |  |
| 13 | Demarcate direct speech with inverted commas (speech marks) |  |  |  |  |  |  |
| 14 | Consistently use features of standard English and explore when non-standard English could be used |  |  |  |  |  |  |
| 15 | Use nouns and pronouns to aid cohesion within sentences |  |  |  |  |  |  |
| 16 | Use a dictionary |  |  |  |  |  |  |
| 17 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations |  |  |  |  |  |  |
| 18 | Proof-read and edit their writing |  |  |  |  |  |  |
| 19 | Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear |  |  |  |  |  |  |
| 20 | Spell many words from the Y3 word list and use these accurately in their writing |  |  |  |  |  |  |
| 21 | Meet Year 3 expectations from the chosen spelling scheme |  |  |  |  |  |  |
|  | **Composition** |  |  |  |  |  |  |
|  | Compose and rehearse sentences orally – including dialogue – before writing |  |  |  |  |  |  |
|  | Record and note ideas through making notes, story maps, flow charts, ‘boxing up’ frames |  |  |  |  |  |  |
|  | Consistently use the language features of narrative:   * use of speech |  |  |  |  |  |  |
|  | * power of three (She leapt over the gate, through the long grass and into the barn.) |  |  |  |  |  |  |
|  | Consistently use the language features of non-fiction:   * technical language |  |  |  |  |  |  |
|  | * precise nouns and pronouns (**oak tree** instead of tree, **crow** instead of bird) |  |  |  |  |  |  |
|  | Use a range of organisational features in fiction and non-fiction:   * headings and sub-headings |  |  |  |  |  |  |
|  | * columns |  |  |  |  |  |  |
|  | * logical sequencing |  |  |  |  |  |  |
|  | * captions |  |  |  |  |  |  |
|  | Use figurative language:   * similes (He was as calm as a cloud floating in the sky.) |  |  |  |  |  |  |
|  | * alliteration (The sparkling sea danced in the scorching sunshine.) |  |  |  |  |  |  |

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|  | **English- Writing Y3, Greater Depth** |  |  |  |  |  |  |
| GD1 | Begin to demarcate speech with all necessary punctuation |  |  |  |  |  |  |
| GD2 | Writing is punctuated accurately to ensure meaning is clear |  |  |  |  |  |  |
| GD3 | Understand the concept of a main and subordinate clause |  |  |  |  |  |  |
| GD4 | Begin to use commas to separate main and subordinate clauses |  |  |  |  |  |  |
| GD5 | Write in clear paragraphs and clearly show when they are writing about different events or information |  |  |  |  |  |  |
| GD6 | Write with increasing awareness of their reader, actively attempting to engage them |  |  |  |  |  |  |
| GD7 | Writing is carefully planned and annotated with precise word choices (from across the curriculum) |  |  |  |  |  |  |
| GD8 | Effectively use verbs and adverbs to add detail to events, settings and characters |  |  |  |  |  |  |
| GD9 | Confidently use a variety of sentence structures |  |  |  |  |  |  |
| GD10 | Sentence starters show greater variety; including the use of adverbials of time and place |  |  |  |  |  |  |
| GD11 | Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy |  |  |  |  |  |  |
| GD12 | Consistently apply Y3 spelling expectations across their writing |  |  |  |  |  |  |
|  | **Composition:** |  |  |  |  |  |  |
|  | Write narratives that are very well-structured and that have a clear ending which directly relates to the beginning |  |  |  |  |  |  |
|  | The impact of what they read is reflected in their writing. |  |  |  |  |  |  |