



Writing Progression Year 3

Autumn	Spring	Summer
<p>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i></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>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i></p> <ul style="list-style-type: none"> - To build cohesion across and within paragraphs avoiding repetition. - Choosing vocabulary, including nouns, to make writing clearer. 	<p>'Front Loaded' Objectives: <i>Cohort specific and to be determined by Class Teacher</i></p> <ul style="list-style-type: none"> - Using a wider range of sentence types. - Speech punctuation.
<p>Specific Genres to be taught are in red.</p> <p>Additional genres can be taught if appropriate – linked to reading spine/in-the-moment events.</p> <ul style="list-style-type: none"> • Letters, Non-Chronological Report, Instruction/Recipe, Poetry, Characterisation, Describing a Setting, Stories from Different Cultures, Traditional Tales, Diary, Review, Autobiography, Biography, Chapter/Extract, Advert, Leaflet 		

<p><u>Writing Transcription</u> 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.</p> <p><u>Writing Composition</u> 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.</p> <p><u>Writing Grammar and Punctuation</u> Punctuation mostly accurate, including some contractions and commas in a list. There is attempt to use inverted commas.</p>	<p><u>Writing Transcription</u> Spelling mostly correct with only a few spelling errors; for example, really, which most spelling is correct, including some challenging vocabulary for Year 3.</p> <p><u>Writing Composition</u> 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.</p> <p><u>Writing Grammar and Punctuation</u></p>	<p><u>Writing Transcription</u> Spelling mostly correct with very few errors.</p> <p><u>Writing Composition</u> 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. Informal style appropriate for a diary. Develop from an image.</p> <p><u>Writing Grammar and Punctuation</u> Tenses mostly correct. Punctuation is mostly accurate, including commas in a list and the apostrophe for contraction and possession.</p>
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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.

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.

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.

Working Towards
 The pupil can, after discussion with the teacher:

- 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.

Expected
 The pupil can, after discussion with the teacher:

- Write for a range of purposes.
- In narrative, create setting, characters and a beginning, middle and end.

Greater Depth
 The pupil can, with growing independence:

- 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 use spacing between words that reflects the size of the letters. 	<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. • Make simple additions, revisions and proof-reading corrections to their own writing. 	<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. • Spell correctly many of the words from the Y3/4 spelling list.
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