



## Writing Progression: Year 3

<b>Year 3 Writing Concepts</b>
<b>Composition</b>
<b>Make some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.</b>
<b>In non-narrative material use simple organisational devices – eg headings and sub headings</b>
<b>Proof read for spelling and punctuation errors.</b>
Discuss writing similar to that which they are planning to write and understand and learn from its structure, vocabulary and grammar.
Discuss and record ideas
Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.
In narrative create settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.
Assess the effectiveness of their own and others' writing and suggest improvements.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Read aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.
<b>Vocab spelling and punctuation</b>
<b>Limited use of inverted commas to punctuate direct speech</b>
<b>Attempt to use paragraphs as a way to group related materials.</b>
<b>Make some use of the present perfect form of verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”.</b>
<b>Express time, place and cause using conjunctions. Eg when, before, after, while, because.</b>
<b>Use the forms “a” or “an” according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.</b>
Show an awareness of headings and sub headings to aid presentation.
Express time, place and cause using adverbs. Eg then, next, soon, therefore.
Express time, place and cause using prepositions eg during, after, in, because of.
Show an understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.
Show knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble.
<b>Transcription/spelling</b>
Use prefixes and suffixes to understand how to add them
Spell further homophones.
Identify commonly misspelt words and attempt to correct them.
Understand how to place the apostrophe in words with regular plurals eg girls' boys'.
Use the first two or three letters in a word to check its spelling in a dictionary.
Write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.
<b>Transcription Handwriting</b>
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.
Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.
Increase the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.