

Year 3 Knowledge and Skills Progression Document- Writing

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Use the suffix -ly</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>Draft and write in narratives, creating</p>	<p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Form nouns using a range of prefixes e.g. super-, anti-, auto-</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so,</p>	<p>Spell words that are often misspelt (English Appendix 1)</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>

<p>settings, characters and plot</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Begin to use paragraphs as a way to group related material</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p>	
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