

English – Writing Ladder of Progression: Year 3

Year 2	Year 3	Year 4
Writing - Transcription Spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Apply spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Writing – Transcription - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Writing – Transcription - the suffix –ation. Example words include: information, adoration, sensation and preparation - add the suffix –ly. Example words include: sadly, completely, usually, finally and comically - add the suffix –ous. Example words include: poisonous, dangerous, mountainous and famous - spell further homophones and near homophones. Example words include: affect/effect; berry/bury; and groan/grown - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] REVISIT AND EXTEND WORK FROM YEAR 3 - use the first two or three letters of a word to check its spelling in a dictionary <u>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u>
Writing - Handwriting and presentation - Form lower-case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Writing – Handwriting and presentation - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced	Writing – Handwriting and presentation - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced

Use spacing between words that reflects the size of the letters.	sufficiently so that the ascenders and descenders of letters do not touch].	sufficiently so that the ascenders and descenders of letters do not touch].
Writing - Composition Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry <u>writing for different purposes</u> Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary <u>encapsulating what they want to say, sentence by sentence</u> Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <u>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u> - read aloud what they have written with appropriate intonation to make the meaning clear.	Writing – Composition Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <u>organising paragraphs around a theme</u> <u>in narratives, creating settings, characters and plot</u> <u>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</u> Evaluate and edit by: - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Proof-read for spelling and punctuation errors</u> - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Writing – Composition Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <u>organising paragraphs around a theme</u> <u>in narratives, creating settings, characters and plot</u> <u>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</u> Evaluate and edit by: - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <u>Proof-read for spelling and punctuation errors</u> - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
* FOR EXAMPLE, PUPILS CAN: <i>generate and collect suitable words and phrases before writing</i>	* FOR EXAMPLE, PUPILS CAN: <i>use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.</i>	* FOR EXAMPLE, PUPILS CAN: <i>use different ways to plan writing, e.g. notes, diagrams</i>

• write initial jottings, notes and ideas before writing • apply knowledge of story elements such as settings, dialogue, characterization, story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense. Give sufficient detail to engage readers' interest. • use words signalling time in recounts and narratives, e.g. then, after, before, meanwhile • begin to show some characteristics of chosen the form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas • demonstrate clear sections in different forms of writing • adapt and re-read during writing to identify where improvements might be made and to spot errors • make changes to their writing, e.g. word choices, tense and punctuation, following discussion.	• use language and structures from different text types for own writing. • vary story openings to create effects such as building tension and suspense, creating moods, establishing character and scene setting • use dialogue more frequently in story writing and begin to punctuate it correctly. • know and use features of different forms of writing • in non-fiction, begin to use basic structure, e .g. introductory and concluding statements in non-chronological reports, sub-headings • begin to address the reader, for instance by using questions in non-fiction • use a developing range of adjectives, adverbs, verbs and nouns/noun phrases to engage the reader • be able to improve own writing, making adaptations and corrections.	• use main features of story structure to organise events, varying openings, build-ups, conflicts and endings • use action, descriptive language or dialogue to create specific settings (such as using weather to create atmosphere) • use powerful verbs to show character or add impact • use language precisely and selectively in relation to text type • vary sentences to show characteristics of chosen form • use adverbials and pronouns to build links between sentences within paragraphs • use dialogue, layout and punctuation with increased accuracy • use appropriate lay-out conventions for non-fiction, using the structure of different text types • group related material into paragraphs when writing fiction and non-fiction • mentally rehearse writing and re-read as a matter of habit • edit in relation to audience and purpose, enhancing or deleting and justifying choices.
Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly]	Writing - Vocabulary, Grammar and Punctuation • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • <u>use the present perfect form of verbs in contrast to the past tense</u> • <u>use conjunctions, adverbs and prepositions to express time, place and cause</u> • use paragraphs as a way to group related material • <u>use headings and sub-headings to aid presentation</u> • learn the grammar for year 3 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately	Writing - Vocabulary, Grammar and Punctuation • <u>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u> • use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases • <u>use fronted adverbials</u> • use commas after fronted adverbials • use paragraphs to organise ideas around a theme • indicate possession by using the possessive apostrophe with plural nouns • <u>use inverted commas and other punctuation to indicate direct speech</u>

• <u>the present and past tenses correctly and consistently including the progressive form</u> • <u>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</u> • grammar for year 2 in English Appendix 2 • some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	when discussing their writing and reading: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, <u>inverted commas (or ‘speech marks’)</u>	• learn the grammar for year 4 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial
---	---	---

Underlined statements relate to Key Performance Indicators (KPIs) identified by NAHT.

Y3 Performance Standard (with reference to NAHT KPIs)

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

A child can:

- spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);
- spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;
- monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;
- write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres;
- understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.
- A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).
- A child is beginning to use joined handwriting throughout independent writing.
- A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.
- A child is beginning to understand how writing can be different from speech.