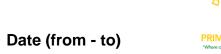
Pupil name

Progression in Writing- Year 3 Class/ Group (s)



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	Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
	Aspect 1- Spelling	Aspect 2- Handwriting and	Aspect 3 - Writing Processes	Aspect 4- Vocabulary, Grammar and
		presentation		Punctuation
Year 3	 Spells correctly: □ Words with suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation) □ Words with the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery) □ Words with the /ʌ/ sound spelt ou (young, touch, double, trouble, country) □ Words with the prefixes listed in English Appendix 1 □ Words with the suffix –ation (information, adoration, sensation, preparation, admiration) □ Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure) □ Words with endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television) □ Words with endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian (invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician) • Spell at least half of the words in the Y3/4 word list correctly. • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	Uses the diagonal and horizontal strokes that are needed to join letters understands which letters, when adjacent to one another, are best left unjoined	 Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plans by discussing and recording ideas Composes and rehearses sentences orally (including dialogue), Uses conjunctions, adverbs and prepositions to express time, place and cause in narratives, creates settings, characters and plot uses paragraphs as a way to group related material in non-narrative material, uses simple organisational devices such as headings and sub-heading assesses the effectiveness of their own and others' writing and suggesting improvements proof-reads for spelling and punctuation errors reads aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear. Within sentences, chooses nouns or pronouns appropriately for clarity and to avoid repetition 	 Uses 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) extends the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although Uses the present perfect forms of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) Understands how word families based on common words are related in form and meaning (see English Appendix 2) Uses inverted commas to punctuate direct speech accurately and appropriately uses and understands the following grammatical terminology: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')