

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

Pupil name

Date (from - to)

	Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
	Aspect 1- Spelling	Aspect 2- Handwriting and presentation	Aspect 3 - Writing Processes	Aspect 4- Vocabulary, Grammar and Punctuation
Year 3	<ul style="list-style-type: none"> • Spells correctly: <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Words with the /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery) <input type="checkbox"/> Words with the /ʌ/ sound spelt ou (young, touch, double, trouble, country) <input type="checkbox"/> Words with the prefixes listed in English Appendix 1 <input type="checkbox"/> Words with the suffix –ation (information, adoration, sensation, preparation, admiration) <input type="checkbox"/> Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure) <input type="checkbox"/> Words with endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television) <input type="checkbox"/> Words with the suffix –ous(see English Appendix 1) <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> • Uses the diagonal and horizontal strokes that are needed to join letters • understands which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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')