

### Year 3 Writing Progression

	National Curriculum objective	Autumn Term	Spring Term	Summer Term	Greater depth
<u>Planning</u>	<i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i>	With support, can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class.	Can usually identify key organisational and language features of a shared text working with a partner, small group or the whole class.	Can mostly identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: <b>e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials</b>	Can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.
	<i>Discussing and recording ideas</i>	With prompting, can sometimes work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Can usually work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Can mostly work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: <b>e.g. using a spidergram, flowchart or timeline.</b>	Can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.
<u>Drafting/ Writing</u>	<i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i>	With support, can compose and speak a whole sentence.	Can usually compose and speak a whole sentence independently.	Can mostly compose and speak a whole sentence: <b>e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.</b>	Can consistently and confidently compose and speak a whole sentence.
	<i>Organising paragraphs around a theme</i>	With support, can sometimes organise material into logical chunks and write a series of linked sentences for each.	Can usually organise material into logical chunks and write a series of linked sentences for each.	Can mostly organise their material into logical chunks and write a coherent series of linked sentences: They know how to	Can consistently and confidently organise their material into logical chunks and write a coherent series of linked

				demarcate paragraphs on the page and usually remembers to do this as they write. <b>e.g. Bees live together in big groups. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae.</b>	sentences. They know how to demarcate paragraphs on the page and almost always remembers to do this as they write.
	<b>National Curriculum objective</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Greater depth</b>
	<b>Creating settings, characters and plot (narrative)</b>	With support, create a simple story setting, two or three characters and a straightforward plot, which is sometimes over-reliant on the modelled class story.	Can usually create an appropriate setting, with two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.	Can mostly create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story	Can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.
	<b>Using simple organisational devices: e.g. as headings and subheadings (non-fiction)</b>	With support, can sometimes organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.	Can usually organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.	Can mostly organise their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Can consistently and confidently organise their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.
<b>Editing/ Evaluating</b>	<b>Assessing the effectiveness of their own and others' writing and suggesting improvements</b>	With support, can sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and previous teaching for alteration and improvement.	Can sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria. They can refer recent teaching for alteration and improvement: <b>e.g. You are writing about a different bit here so it needs to be a new paragraph.</b>	Can mostly read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria. They can refer recent teaching for alteration and improvement: <b>e.g. You are writing about a different bit here so it needs to be a new paragraph.</b>	Can consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria. They can refer to recent teaching for alteration and improvement.
	<b>Proposing changes to grammar and vocabulary to improve consistency, including</b>	With support, can sometimes identify possible improvements	Can sometimes independently identify possible improvements	Can usually identify possible improvements in grammar and vocabulary to their own and	Can consistently and confidently identify possible improvements in grammar and

	<i>the accurate use of pronouns in sentences</i>	in grammar and vocabulary to their own and others' writing.	in grammar and vocabulary to their own and others' writing.	others' writing: e.g. <b>I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'my favourite delicious foods' and give some examples like 'sausage rolls and fairy cakes.'</b>	vocabulary to their own and others' writing.
	<b>National Curriculum objective</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Greater depth</b>
<b>Proof Reading</b>	<b><i>Proof-read for spelling and punctuation errors</i></b>	With support, can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation.	With support, pupil can usually spot and correct some of their own and others' spelling and punctuation errors. They begin to notice errors in the most recently taught spelling patterns and punctuation.	Can spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation.	Can consistently and confidently spot almost all spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation. They draw on further knowledge from personal reading to spot and correct errors spelling patterns and punctuation not yet taught.
<b>Performing writing</b>	<b><i>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</i></b>	With support, can read their writing aloud with some expression, loudly and clearly enough to be heard by all.	Can often read their writing aloud with some expression, loudly and clearly enough to be heard by all.	Can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.	Can consistently and confidently read their writing aloud with expression, loudly and clearly enough to be heard and understood by all, gaining and monitoring the attention of their audience.
<b>Transcription</b>	<b><i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</i></b>	With support, accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far.	Can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling some of them correctly: <b>e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library.</b>	Can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: <b>e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library.</b>	Can consistently and confidently remember and accurately write a dictated sentence containing the spelling patterns and common exception words taught so far.
<b>Handwriting</b>	<b><i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters,</i></b>	With support, they are encouraged to sit correctly at a table, hold a writing implement comfortably and correctly form	Can often sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in	Can mostly sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in	Can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form

<b>increasing speed</b>	<b>when adjacent to one another, are best left unjoined.</b>	and join some letters in accordance with the school's agreed house style.	accordance with the school's agreed house style.	accordance with the school's agreed house style.	and join all their letters in accordance with the school's agreed style.
	<b>Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring 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</b>	Writing can usually be read without mediation but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.	Writing can usually be read without mediation but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.	Writing can be read, is usually consistent and beginning to be pleasing in appearance.	Writing can be easily read, is almost always consistent and pleasing in appearance.

