

## English - Writing Progression: Year 3

<b>Spelling</b>	<ul style="list-style-type: none"> <li>*Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>*The /ʌ/ (<b>cup</b>) sound spelt ou</li> <li>*More prefixes (un- / mis- / dis -) (<i>Y1 word level: un-</i>)</li> <li>*More prefixes (super- / auto-)</li> <li>*The suffix -ly (<i>Y2 word level</i>)</li> <li>*Words ending with the /g/ (<b>gum</b>) sound spelt -gue and the /k/ (<b>cat, check, key, school</b>) sound spelt -que (French in origin)</li> <li>*More prefixes (re- / sub-)</li> <li>*Words with the /k/ sound spelt ch (Greek in origin)</li> <li>*Words with the /ʃ/ (<b>she, chef</b>) sound spelt ch (mostly French in origin)</li> <li>*Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>*Homophones and near-homophones</li> <li>*<b>The suffix -ation (<i>Y3 word level</i>) - not NNS</b></li> <li>*words from the statutory Y3/4 word list</li> <li>*apostrophes for contractions - recap</li> <li>*Use a dictionary</li> <li>*Dictation</li> <li>*proof-reading for spelling</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>*Revision of letter formation, size and clarity of ascenders and descenders</li> <li>*revision of diagonal join to letters without ascenders</li> <li>*revision of horizontal join to letters without ascenders</li> <li>*revision of horizontal join to letters without ascenders</li> <li>*revision of horizontal join to letters with ascenders</li> </ul>
<b>Composition</b> <i>(Introduced in Year 3 &amp; reinforced in Year 4)</i>	<ul style="list-style-type: none"> <li>*discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>*discussing and recording ideas</li> <li>*composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>*organising paragraphs around a theme</li> <li>*in narratives, creating settings, characters and plot</li> <li>*in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>*assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>*proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>*proof-read for spelling and punctuation errors</li> <li>*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</li> </ul>
<b>Word Level</b> <i>(Vocab &amp; Grammar)</i>	<ul style="list-style-type: none"> <li>*Formation of <b>nouns</b> using a range of <b>prefixes</b> (<i>Y3 spelling</i>)</li> <li>*Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b></li> <li>*<b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning</li> <li>*<b>Know the five vowels (a, e, i, o, u) and that the rest of the alphabet are called consonants</b></li> <li>*<b>Identify adjectives in a text and classify adjectives</b></li> <li>*<b>introduce the terms synonym and antonym</b></li> </ul>
<b>Sentence Level</b> <i>(Vocab &amp; Grammar)</i>	<ul style="list-style-type: none"> <li>*Extending the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>*Expressing time, place and cause using <b>conjunctions, adverbs or prepositions</b></li> <li>*<b>Simple and compound sentences</b></li> <li>*<b>Identify main clauses and subordinate clauses in a complex sentence</b></li> <li>*<b>Understand that words can move word classes; focus on nouns, verbs, adjectives, adverbs and prepositions</b></li> </ul>
<b>Text Level</b> <i>(Vocab &amp; Grammar)</i>	<ul style="list-style-type: none"> <li>*Introduction to paragraphs as a way to group related material</li> <li>*Headings and sub-headings to aid presentation</li> <li>*Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>*Introduction to inverted commas (or 'speech marks') to <b>punctuate</b> direct speech</li> </ul>
<b>VGPS Terminology</b>	<ul style="list-style-type: none"> <li>preposition conjunction</li> <li>word family, prefix</li> <li>clause, subordinate clause</li> <li>direct speech</li> <li>consonant, consonant letter vowel, vowel letter</li> <li>inverted commas (or 'speech marks')</li> </ul>