

Great Bradfords Junior School - WRITING SKILLS PROGRESSION

Year 3

Purpose and Structure Composition Overall Effect	<p>Write effectively and coherently for different purposes, showing an awareness of the reader in the grammar and vocabulary of their writing.</p> <p>Use simple organisational devices (e.g. headings, sub-headings, captions, bullet points).</p>
Vocabulary Composition Overall Effect	<p>Make deliberate ambitious word choices to add detail.</p> <p>Sustain writing across a whole text using appropriate language choices, e.g. story-telling language, informality in diary writing, or specific technical vocabulary for instruction or explanation.</p> <p>Use precise adjectives for description in noun phrases.</p> <p>Use the correct technical language to suit the requirement of the text.</p>
Narrative writing	Describe characters or settings and show evidence of an effective plot, use paragraphs to clearly show different elements of the required narrative.
Planning, Writing and Editing	<p>Begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Compose and rehearse sentences orally (including dialogue).</p> <p>Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>
Paragraphs	Begin to organise their writing into paragraphs around a theme.
Use of Phrases and Clauses	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</p> <p>Use a range of conjunctions, adverbs and prepositions to show time, place and cause. <i>Vary sentence structure by using more than one clause and a range of conjunctions to extend sentences.</i></p> <p><i>Secure use of co-ordinating conjunctions from KS1- and/but/or.</i></p> <p><i>Use of some other co-ordinating conjunctions - for/so.</i></p> <p><i>Secure use of subordinating conjunctions - when/if/because.</i></p> <p><i>Use of some other subordinating conjunctions- although/before/since/while</i></p>
Sentence Construction and Tense Composition - sentences	<p>Show consistent and correct use of tense (including the present perfect tense where appropriate to suit the genre of writing) throughout a piece of writing.</p> <p>Show accurate subject/verb agreement.</p> <p>Use 'a' or 'an' correctly in front of a noun phrase throughout a piece of writing.</p> <p><i>Vary sentence structure by using a variety of sentence openers.</i></p> <p><i>Express time, place and cause using conjunctions (e.g. when, while, so, because).</i></p> <p><i>Adverbs (e.g. today, next, soon, therefore).</i></p> <p><i>Prepositions (e.g. before, after, during, in).</i></p>

Punctuation	<p>Use the basic punctuation taught at Key Stage 1 mostly correctly.</p> <p>Capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use commas to demarcate adverbs at the beginning of sentences.</p> <p>Use apostrophes to show omission or singular possession.</p> <p>Use some speech punctuation correctly.</p> <p>Inverted commas to indicate direct speech.</p>
Spelling	<p>Spell correctly many of the words from the year 3/year 4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
Prefixes and Suffixes	<p>Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly.</p> <p>Spell most words with the suffix -ly with no change to the root word; root words that end 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>Spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting, offering).</p> <p>Spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten, beginning).</p>
Phonics Spelling Rules	<p>Spell words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>Spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, echo, character).</p> <p>Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine).</p> <p>Spell words with a short /u/ sound spelt with 'ou' (e.g. young, country, double).</p> <p>Spell words ending with the /zher/ sound (e.g. measure).</p> <p>Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture).</p>
Further Spelling Conventions	<p>Spell some more complex homophones and near-homophones including here/hear, brake/break and mail/male.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>
Use of Terminology	<p>Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>
Handwriting	<p>Use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p>

