



William Martin Schools and Nursery & St James' Church of England Primary School



Writing Progression

KPIs from Year 2 that will need to be covered in addition to the Year 3 curriculum:

<ul style="list-style-type: none"> spell many common exception words 	<ul style="list-style-type: none"> demarkate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<ul style="list-style-type: none"> use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others 	<ul style="list-style-type: none"> use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses 	<ul style="list-style-type: none"> use present and past tense mostly correctly and consistently 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly

KPIs are written in red.

Assessment period	Year 3		
	Transcription/grammatical features	Composition	
Autumn	Sp	<ul style="list-style-type: none"> spell most common exception words from year 2 list Spell some words from the Year 3 statutory spelling list Use the prefix 'un' with increasing accuracy. Use the suffixes '-s', '-es', '-ed', 'ing' and 'er' with increasing accuracy. <p>In specific spelling activities, spell by: -learning to spell using rare GPCs, such as 'ei', 'eigh' and 'y' -Spell homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun</p>	<p>By the end of the Autumn term, pupils can write using <u>some</u> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue) in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors <p>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</p>
	P	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks mostly correctly, with minimal reminders Use commas in a list and apostrophes for contracted words independently on many occasions. 	
	G	<p>Express time, place and cause using:</p> <ul style="list-style-type: none"> conjunctions (when, before, after, while, so, because) Maintain a consistent tense in many pieces of writing. 	
	H	<ul style="list-style-type: none"> Use diagonal and horizontal strokes which that are needed to join and know which letters are best left unjoined. 	



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Spring	Sp	<ul style="list-style-type: none"> • Spell many words from the Year 3 statutory spelling list • Spell many words in the contracted form correctly. • Use the suffixes '-ness' and '-ful', with a consonant before, with increasing accuracy. <p>In specific spelling activities, spell by: -learning to spell using rare GPCs, such as 'k' spelt 'ch' -learning to spell using prefixes: sub-, tele-, super- and auto- -learning to spell using suffixes: less and ly -Spell homophones: here/hear, knot/not, meat/meet</p>	<p>By the end of the Spring term, pupils can write using <i>many</i> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue) • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • Proof-read for spelling and punctuation errors <p>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</p>
	P	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks mostly correctly and independently. • Use apostrophes for possession correctly on many occasions. • Begin to use inverted commas to punctuate speech. 	
	G	<p>Express time, place and cause using:</p> <ul style="list-style-type: none"> • conjunctions (when, before, after, while, so, because); • adverbs (then, next, soon, therefore, firstly, finally, quickly); • prepositions (before, after, near, far) 	
	H	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting on <i>many</i> occasions [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	



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Summer	Sp	<ul style="list-style-type: none"> • Spell most words from the Year 3 statutory spelling list • Spell most words in the contracted form correctly. • Use the suffixes revised from Y2 accurately on most occasions. <p>In specific spelling activities, spell by: -learning to spell using rare GPCs, such as 'i' spelt 'y' -learning to spell using suffixes: ly with root words ending in 'le' or 'ic' -Spell homophones: heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p>	<p>By the end of the Summer term, pupils can write using <u>most</u> of the strategies below:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue) • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • Proof-read for spelling and punctuation errors <p>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</p>
	P	<ul style="list-style-type: none"> • Use apostrophes for possession correctly on most occasions. • Use inverted commas to punctuate speech on many occasions. 	
	G	<ul style="list-style-type: none"> • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] on some occasions. • Express time, place and cause using conjunctions, adverbs and prepositions on many occasions. 	
	H	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting on most occasions [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	
Guidance for Assessing Greater Depth:		<ul style="list-style-type: none"> • Pupils may be awarded greater depth if they securely meet all of the criteria for transcription and composition each term. • Pupils must also begin to show narrative flair and attempt to use more adventurous language in their work. • Spelling should be secure and mistakes limited to more difficult, uncommon words 	