

Year 3 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ I write a non-narrative using simple organisational devices such as headings and sub-headings. ▪ In narrative writing, I develop resolutions and endings. ▪ I make improvements by proposing changes to grammar and vocabulary to improve consistency. <i>(The accurate use of pronouns in sentences/ tenses)</i> ▪ I look at and discuss different models of writing, taking account of purpose and audience. ▪ I plan my writing by discussing and recording ideas. <i>(timeline, flowchart, spider diagram, jottings)</i> ▪ I write a narrative with a clear structure, setting, characters and plot. ▪ I suggest improvement to my writing through assessing the writing with peers and through self-assessment. ▪ I identify structure, grammatical features and use of vocabulary for effect in texts. ▪ I compose sentences using a wider range of structures linked to the grammar objectives. <i>(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i> ▪ I begin to organise paragraphs around a theme. <i>(Supported by planning then moving to independence)</i> 	<ul style="list-style-type: none"> ▪ I begin to use inverted commas for some direct speech punctuation. ▪ I use apostrophes for possession with increasing accuracy including plural possession. ▪ Commas are sometimes used to mark clauses and phrases. 	<ul style="list-style-type: none"> • I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. <i>(when, if, because, although)</i> • I recognise and use determiners 'a', 'an' and 'the' appropriately. <i>(an apple; a house; the yellow car /the an a)</i> • I use the perfect form of verbs instead of the simple past. <i>(I have written it down so we can check what he said) (he has worked hard)</i> • I understand the purpose of adverbs. • I use adverbs effectively in my writing. • I use conjunctions, adverbs and prepositions to express time and cause. <i>(the next thing, next, soon, so, before, after, during, in, because of)</i> • Word choices are adventurous and carefully selected to add detail and to engage the reader. • Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. 	<ul style="list-style-type: none"> • I use the first two or three letters of a word to check its spelling in a dictionary. • I spell words with additional prefixes and suffixes and understand how to add them to root words. <i>(from nouns using super, anti, auto)</i> • I spell correctly word families based on common words. <i>(solve, solution, solver)</i> • I identify the root word in longer words. • I recognise and spell additional homophones. <i>(he'll/heel/heal)</i> • I make comparisons from a word already known to apply to an unfamiliar word. • I spell some identified commonly misspelt words from the Year 3 and 4-word list. 	<ul style="list-style-type: none"> • I increase the legibility, consistency and quality of my handwriting. • I use the diagonal and horizontal strokes that are needed to join letters.