**Year 3: Writing Progression Small Steps**

**Contexts for Writing:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices (for example, headings and sub-headings.)) | Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices (for example, headings and sub-headings.)) | Narratives  (Create settings, characters and plot) | Non-Narratives:  (Use simple organisational devices (for example, headings and sub-headings.)) |

**Year 3 Writing Small Steps:**

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| **Composition: Planning** | * Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Follow structures. (Provide structure). * Know underlying features. (e.g. T4W: reversed boxed up plan). * Understand how vocab / phrases support the text type. * Discuss and record ideas. * Speak in extended sentences. * Oral sentences have the correct verb forms. * Orally construct descriptive sentences. * Orally rehearse difficult sentence structures. e.g. subordinating conjunctions – varying the position. | |
| **Composition Drafting & Writing (including Grammar Text Level)** | * Introduce paragraphs as a way to group related material. * Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play / He went out to play.) * Change simple past tense to present perfect tense. * Use ‘have’ or ‘has’ accurately to form present perfect tense statements. * Apply present perfect tense into structured writing (probably in speech). * Make appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition. * Establish who/what they are before using a pronoun. * Alternate between noun (David) and pronoun (he) e.g. Katie went to the shops. She bought a packet of crisps. * Apply the correct pronoun to the noun: David – he; Katie – she; hedgehog – it. * Know and apply relative pronouns e.g. Jake - he, Lisa - she, dog - it, she, he, football team =they. | Draft and Write:   * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Grammar Sentence Level section below.). * Generate description for colour. * Generate description for movement. * Generate description for texture and shape. * Generate description for character. E.g. said – ordered if bossy. The bear was curious. The curious bear explored the hive. * Organise paragraphs around a theme. * Write 2-3 linked sentences – sustain the theme. * Organise ideas into themes (such as place, character, sub headings). Chunk like information together. * Understand the layout – miss a line. * Understand the purpose of the section of text. * Greater Depth - To know when to start a new paragraph e.g. New place, time, character, different information. * In narratives, create settings, characters and plot. * Establish key characters. * Establish a clear description of setting. * Structure a simple narrative: Beginning middle and end. * Make links between section of the story to form a plot object or character. * In non-narrative material, use simple organisational devices for example headings and subheadings. * Headings: Newspapers (headlines); Instructions; Non- chronological reports. * Sub headings: Non-chronological reports, Instructions. |
| **Grammar Sentence Level** | * Express time, place and cause using **conjunctions** [e.g. *when*, *before*, *after*, *while*, *so*, *because, if, although*], **adverbs** [e.g. *then*, *next*, *soon*, *therefore*], or **prepositions** [e.g. *before*, *after*, *during*, *in*, *because of*]. * Know the meaning / purpose of the conjunctions: when, before, after, while, so, because, if although. * Use conjunctions to link main clause to a subordinate clause within a sentence e.g. Jenny ate cake while her friends ate ice cream. * Vary the position of the subordinate clause (to the front). * Build on Year 2 adverbs (adding detail to the verb by adding an –ly adverb (when, how, where, how often). * Generate adverbs to express time e.g. next, then, soon, sometimes, all of a sudden, often. * Know the meaning of the adverb and use accurately in a sentence. * Vary the position of an adverb by moving it to the front. * Generate prepositions to express time e.g. until, around, at teatime, on Tuesday. * Generate prepositions to express place e.g. on the table, across, around, between. * Use prepositions within sentences accurately (words used for the correct purpose). * Generate prepositions to express relationships / cause e.g. Despite feeling sad; Unlike his mother; Against everyone. * Understand ‘after’ is a conjunction when there is a verb in the clause. After is a preposition when NO verb is in the phrase e.g. I went to bed after dinner – preposition. I went to bed after eating dinner – conjunction. | |
| **Punctuation** | * Introduce inverted commas to **punctuate** direct speech. * Review all KS1 punctuation. * Identify spoken and unspoken words. * Identify who has spoken - said Jenny. * Put inverted commas around the words that have been spoken. * Greater Depth: punctuation within inverted commas e.g. “Sit down!” said the teacher. | |
| **Composition: Evaluating and Editing** | * Assess the effectiveness of their own and others’ writing and suggest improvements. * Identify the errors and suggest alternatives. * Identify positives where skills have been used. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Ensure tenses are sustained throughout including irregular verbs e.g. wear, wore. * Ensure sentences make sense. Check for omitted words. * Ensure conjunctions used are used accurately e.g. because = reason; but = problem. * Check for consistent use of pronouns and nouns. * Proof reading for spelling and punctuation errors. * Identify and correct for Year 3/4 spelling lists. (Sustain Year 1 and 2 spelling lists). * Consistent use of capital letters for start of sentence and proper nouns. * Use punctuation marks for: commas in lists; questions; exclamations; direct speech accurately. * Use the first two or three letters of a word to check its spelling in a dictionary. * Use a dictionary to support spelling. * 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. * Speak with expression by using information around the speech marks. * Use tone and volume to express the atmosphere e.g. dark cave = slow low voice; being chased = fast and high. * Pause at punctuation marks to help meaning. | |
| **Grammar (Word Level)** | * Form nouns using a range of prefixes [e.g. super–, anti–, auto–] (see NC English Appendix 1 below for further **prefixes and suffixes**) * Use the determiner ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box] * Identify where a or an is used. Link to the noun. * Apply knowledge of a and an and use accurately. * Recognise word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble] * Follow the spelling scheme. * Check determiners a or an. * Use similes in poetry. * Compare an object / person to another relevant thing e.g. run – something that runs. * Use ‘like’ ‘It was like a …’ * Use ‘as’ to compare when writing a simile. * Greater Depth: use relevant similes to create atmosphere e.g. sad – the simile needs to reflect this. | |
| **Transcription: Spelling and Handwriting** | * Spell further homophones. * Use further prefixes and suffixes and understand how to add them (See NC English Appendix 1 below). * Spell words that are often misspelt (See NC English Appendix 1 below). * Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell Word List Years 3 and 4. * 50% correct in Year 3. * Use the diagonal and horizontal strokes needed to **join letters** and understand which letters, when adjacent to one another, are best left unjoined. * Use diagonal strokes to join letters. * Use horizontal strokes to join letters. * Down strokes are parallel and equal in sizing. * Increase the **legibility, consistency and quality** of their handwriting (for example, 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). | |

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| **Terminology for pupils** | preposition conjunction  word family, prefix  clause, subordinate clause  direct speech  consonant, consonant letter vowel, vowel letter  inverted commas (or ‘speech marks’) |

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| **English - Appendix 1: Year 3 and 4 Spellings**  **Year 3: Spell 50% of the following:** | | | | | | | | |
| accident(ally) | actual(ly) | address | answer | appear | arrive | believe | bicycle | breath |
| breathe | build | busy/business | calendar | caught | centre | century | certain | circle |
| complete | consider | continue | decide | describe | different | difficult | disappear | early |
| earth | eight/eighty | enough | exercise | experience | experiment | extreme | famous | favourite |
| February | forward(s) | fruit | grammar | group | guard | guide | heard | heart |
| height | history | imagine | increase | important | interest | island | knowledge | learn |
| length | library | material | medicine | mention | minute | natural | naughty | notice |
| occasion(ally) | often | opposite | ordinary | particular | peculiar | perhaps | popular | position |
| possess(ion) | possible | potatoes | pressure | probably | promise | purpose | quarter | question |
| recent | regular | reign | remember | sentence | separate | special | straight | strange |
| strength | suppose | surprise | therefore | though/although | thought | through | various | weight |
| woman/women |  |  |  |  |  |  |  |  |

| **NC Spelling – work for years 3 and 4** |
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| **Revision of work from years 1 and 2** |
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Pay special attention to the rules for adding suffixes.

| **New work for years 3 and 4** |
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| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Adding suffixes beginning with vowel letters to words of more than one syllable |  | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation |
| The /ɪ/ sound spelt y elsewhere than at the end of words |  | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou |  | These words should be learnt as needed. | young, touch, double, trouble, country |
| More prefixes |  | Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. |  |
|  |  | Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. | **dis–**: disappoint, disagree, disobey  **mis–**: misbehave, mislead, misspell (mis + spell) |
|  |  | The prefix **in–** can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. | **in–**: inactive, incorrect |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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|  |  | Before a root word starting with **l**, **in–** becomes **il**. | illegal, illegible |
|  |  | Before a root word starting with **m** or **p**, **in–** becomes **im–**. | immature, immortal, impossible, impatient, imperfect |
|  |  | Before a root word starting with **r**, **in–** becomes **ir–**. | irregular, irrelevant, irresponsible |
|  |  | **re–** means ‘again’ or ‘back’. | **re–**: redo, refresh, return, reappear, redecorate |
|  |  | **sub–** means ‘under’. | **sub–**: subdivide, subheading, submarine, submerge |
|  |  | **inter–** means ‘between’ or ‘among’. | **inter–**: interact, intercity, international, interrelated (inter + related) |
|  |  | **super–** means ‘above’. | **super–**: supermarket, superman, superstar |
|  |  | **anti–** means ‘against’. | **anti–**: antiseptic, anti-clockwise, antisocial |
|  |  | **auto–** means ‘self’ or ‘own’. | **auto–**: autobiography, autograph |
| The suffix –ation |  | The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix –ly |  | The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply.  The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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|  |  | **Exceptions**:  (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. | happily, angrily |
|  |  | (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. | gently, simply, humbly, nobly |
|  |  | (3) If the root word ends with **–ic**,  **–ally** is added rather than just **–ly**, except in the word *publicly*. | basically, frantically, dramatically |
|  |  | (4) The words *truly*, *duly*, *wholly.* |  |
| Words with endings sounding like /ʒə/ or /tʃə/ |  | The ending sounding like **/**ʒə**/** is always spelt –**sure**.  The ending sounding like **/**tʃə**/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.* | measure, treasure, pleasure, enclosure  creature, furniture, picture, nature, adventure |
| Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | division, invasion, confusion, decision, collision, television |
| The suffix –ous |  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word.  **–our** is changed to **–or** before **–ous** is added.  A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the  **–ous** ending, it is usually spelt as **i**, but a few words have **e**. | poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous  humorous, glamorous, vigorous  courageous, outrageous  serious, obvious, curious,hideous, spontaneous, courteous |

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| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian |  | Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.  **–ssion** is used if the root word ends in **ss** or –**mit**.  **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*  **–cian** is used if the root word ends in **c** or **cs**. | invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) |  |  | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) |  |  | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  |  | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) |  | In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey |  |  | vein, weigh, eight, neighbour, they, obey |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Possessive apostrophe with plural words |  | The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in  **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*). | girls’, boys’, babies’, children’s, men’s, mice’s  (**Note:** singular proper nouns ending in an *s* use the ’s suffix e.g. Cyprus’s population) |
| Homophones and near-homophones |  |  | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |