



Malden Parochial Church of England Primary School
Reflecting the Kingdom of God by Enriching and Transforming Lives

Skills and Knowledge Progression Writing - Year 3



Standard	Working at the expected standard (emerging, developing, secure)				Working at greater depth within the expected standard
Composition: applying vocabulary, grammar and punctuation	A pupil can write for a range of purposes and audiences, including some correct use of:				A pupil can write for a range of purposes and audiences, including mostly correct use of:
	1. 'a' or 'an' according to the phoneme of the noun's first letter				1. 'a' or 'an' according to the phoneme of the noun's first letter
	2. the plural -s				2. the plural -s
	3. present perfect verb forms (have/had) in contrast to the simple past verbs (<i>she <u>has gone</u> out instead of she went out</i>)				3. present perfect verb forms (have/had) in contrast to the simple past verbs (<i>she <u>has gone</u> out instead of she went out</i>)
	4. a range of coordinating conjunctions				4. a range of coordinating conjunctions
	5. a range of subordinating conjunctions				5. a range of subordinating conjunctions
	6. a range of adverbs and adverbials to denote time, place (<i>also prepositions</i>) and manner (after, at the end of the road, quickly)				6. a range of adverbs and adverbials to denote time, place (<i>also prepositions</i>) and manner (after, at the end of the road, quickly)
	7. inverted commas to indicate direct speech				7. inverted commas to indicate direct speech
	8. a range of punctuation including capital letters;				
	<ul style="list-style-type: none"> • full stops • exclamation marks • questions marks • commas to separate items in a list • apostrophes for contractions • apostrophes for singular possession 				



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Transcription: spelling	Spelling rules and patterns (50%) as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3 & 4' are consistently applies, including:				
	1. most prefixes and suffixes are used correctly (un-, dis-, re-, ly)				
Transcription: handwriting	Correct use of: 1. Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.				
Composition: structuring and organising	The structure and organisation of writing is informed by its audience, purpose and context, through some appropriate use of:				The structure and organisation of writing is informed by its audience, purpose and context, through mostly appropriate use of: 1. paragraphs to group related ideas around a theme, e.g: topic sentence and supporting details 2. conjunctions, adverbs and prepositions to express time, place or cause 3. simple organisational devices, including sub-headings and headings
	1. paragraphs to group related ideas or material				
	2. conjunctions, adverbs and prepositions to express time, place or cause				
	3. simple organisational devices, including sub-headings and headings				
Composition: planning, drafting, evaluating, editing and proof reading	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussions of models of writing with similar structure, vocabulary and grammar. Pupils can:				
	1. Plan, draft, write, proof-read and edit work				
	2. Proof-read work for spelling and punctuation errors				



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Some and most/mostly statements:

Some refers to the beginning of skill development and deployment; there will tend to be as many mistakes and correct uses Most refers to a refined skill in application where there will be few errors in context

Handwriting:

Where there is a physical barrier to writing or writing with a comfortable grip, statements relating to handwriting may be disregarded as a 'particular weakness' in that child.

Love Wisdom Joy Peace