

# Skills and Knowledge Progression

## Writing: Year 3



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard
<b>Composition: applying vocabulary, grammar and punctuation</b>	A pupil can write for a range of purposes and audiences, including <b>some</b> correct use of:	A pupil can write for a range of purposes and audiences, including <b>mostly</b> correct use of:
	1. 'a' or 'an' according the phoneme of the noun's first letter	1. 'a' or 'an' according 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</i> instead of <i>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</i> instead of <i>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
<b>Composition: structuring and organising</b>	The structure and organisation of writing is informed by its audience, purpose and context, through <b>some</b> appropriate use of:	The structure and organisation of writing is informed by its audience, purpose and context, through <b>mostly</b> appropriate use of:
	1. paragraphs to group related ideas or material	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	2. conjunctions, adverbs and prepositions to express time, place or cause
<b>Composition: planning, drafting, evaluating, editing and proof reading</b>	Writing demonstrates <b>some</b> 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	

<b>Transcription: spelling</b>	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. <b>most</b> prefixes and suffixes are used correctly (un-, dis-, re-, ly)			
<b>Transcription: handwriting</b>	Correct use of: 1. Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.			

### **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.