**Riverdale Primary School Writing Skills Progression: Year 3.**

|  |
| --- |
| **Year 3 Writing Skills** |
| **Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.** |
| **In non-narrative material uses simple organisational devices – eg headings and sub headings** |
| **Proof reads for spelling and punctuation errors.** |
| Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. |
| Discusses and records ideas |
| Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure. |
| In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc. |
| Assesses the effectiveness of their own and others’ writing and suggests improvements. |
| Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. |
| Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear. |
| **Vocab spelling and punctuation** |
| **Limited use of inverted commas to punctuate direct speech** |
| **Attempts to use paragraphs as a way to group related materials.** |
| **Makes some use of the present perfect form of verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”.** |
| **Express time, place and cause using conjunctions. Eg when, before, after, while, because. KPI** |
| **Uses the forms “a” or “an” according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.** |
| Shows and awareness of headings and sub headings to aid presentation. |
| Expresses time, place and cause using adverbs. Eg then, next, soon, therefore. |
| Expresses time, place and cause using prepositions eg during, after, in, because of. |
| Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto. |
| Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble. |
| **Transcription/spelling** |
| Uses prefixes and suffixes to understand how to add them (app 1) |
| Spells further homophones. |
| Identifies commonly misspelt words and attempts to correct them. (App1) |
| Understands how to place the apostrophe in words with regular plurals eg girls’ boys’. |
| Uses the first two or three letters in a word to check its spelling in a dictionary. |
| Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far. |
| **Transcription Handwriting** |
| Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined. |
| Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant. |
| Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. |