

Waterville Primary School Progression of Skills in English – Writing

Year 3	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>Pupils should be taught: -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
Explore and Develop Ideas	<p>Pupils should plan their writing by: -Beginning to use ideas from their own reading and modelled examples to plan their writing. -Beginning to organise their writing into paragraphs around a theme. -Compose and rehearsing sentences orally (including dialogue).</p>		Handwriting	<p>Pupils should be taught to: -Use a neat, joined handwriting style with increasing accuracy and speed.</p>
Evaluate and Edit Work	<p>Pupils should evaluate and edit by: -Proof-reading their own and others' work to check for errors (with increasing accuracy) and to make improvements. -Beginning to organise their writing into paragraphs around a theme.</p>			<p>-To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p>
Spelling 1	Spelling 2	Punctuation	Grammar	Composition
<p>Use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix -ly.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt (English Appendix 1).</p>	<p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p>	<p>Begin to use inverted commas to punctuate direct speech.</p> <p>Use the full range of punctuation from previous year groups: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-.</p> <p>Use the correct form of a/an.</p> <p>Maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.</p> <p>Identify Word families based on common root words e.g. solve, solution, solver.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.</p>	<p>Pupils should draft and write by:</p> <p>-Demonstrating an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>-To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>-To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>