




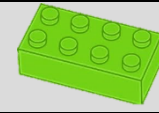


### Tower Hill Primary School Writing Progression Framework – Year 3

Year 3	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Discrete and direct teaching of handwriting</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
Phase 1	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas <ul style="list-style-type: none"> <li>Pupils can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use</li> </ul> </li> </ul> </li> <li>Draft and write by: <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <ul style="list-style-type: none"> <li>Writing is clear in purpose</li> <li>Events or ideas are developed using some appropriate vocabulary</li> <li>Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound)</li> <li>Select appropriate tense for a task with verb forms adapted</li> <li>Appropriate choice of nouns and pronouns create clarity, cohesion within writing</li> <li>Full stops, capital letters, exclamation marks and question marks mostly accurate</li> </ul> </li> <li>Organising paragraphs around a theme <ul style="list-style-type: none"> <li>Organise writing into logical chunks and write a coherent series of linked sentences for each</li> <li>Connectives and pronouns may link sentences, paragraphs or sections</li> </ul> </li> <li>In narratives, creating settings, characters and plot <ul style="list-style-type: none"> <li>Writing is correctly signposted e.g. setting, character and plot</li> </ul> </li> <li>In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <ul style="list-style-type: none"> <li>Features of non-narrative writing are generally included</li> </ul> </li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions to express time and cause</li> <li>Learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using and punctuating direct speech</li> <li>Using the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box</li> </ul> </li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Begin to place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys'</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use joined handwriting throughout independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by: <ul style="list-style-type: none"> <li>Writing incorporates mostly relevant content to inform and interest the audience</li> <li>A viewpoint is established but may not always be consistent or maintained</li> <li>Expansion of detail / events may be supported through vocabulary (technical, vivid language)</li> <li>Pupils can write an increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far</li> <li>Appropriate choice of nouns and pronouns avoid repetition within writing</li> <li>Commas used in lists</li> <li>Adverbials may link sentences, paragraphs or sections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Using adverbs and prepositions to express time and cause</li> </ul> </li> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Begin to place the possessive apostrophe accurately in words with irregular plurals e.g. children's</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting helps to increase the fluency in writing down what they want to say</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by: <ul style="list-style-type: none"> <li>Expansion of detail / events may be supported through explanation</li> <li>Some variation of modal verbs to express possibility</li> <li>Confident and consistent use of inverted commas to punctuate direct speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Using fronted adverbials</li> </ul> </li> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using commas after fronted adverbials</li> </ul> </li> </ul>

**Tower Hill Primary School Spelling, Vocabulary, Grammar and Punctuation Progression Framework - Year 3**

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence								
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity								
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)								
Year 3	Vocabulary, Grammar and Punctuation								
Phase 1	Compound sentences with coordinating conjunctions: and, but, or, so, for, nor, yet	Word families for meaning, word class and spelling e.g. solve, solution, solving, solved, solver, dissolved, soluble, insoluble	Prepositions e.g. next to, by the side of, in front of, during, though, throughout, because of	Exaggerated language e.g. unbelievable, glorious, etc.	To know the difference between the subject and object with the personal pronoun  Possessive pronouns: my, your, his, hers, its, ours, theirs	Homophones and their meanings e.g. bear - bare, pear - pair	Use pupils' writing to decide on priority areas	Use word class/function where possible to make distinctions e.g. there/where/here nouns of place two/twelve/twenty	Review root words and affixes (-ed, -ing, -ly, -er, -est, -ness, -ful)
	Appropriate verb choices  Use of synonyms for verbs such as 'said' or 'go' when appropriate for effect	<b>Expressing time, place and cause using conjunctions e.g.</b> when, before, after, while, so, because	Identifying all the word classes of a simple sentence	<b>Knowing when to use 'a' and 'an'</b>	Pattern of three for persuasion e.g. Fun. Exciting. Adventurous!	Use irregular simple past-tense verbs e.g. awake - awoke, blow - blew	Syllables: stressed and unstressed vowels.	200 HFW (First 100)	Revise apostrophes for contracted forms
	Expressing time, place and cause, using prepositions e.g. before, after, during, in, because of	Expressing time, place and cause using adverbs e.g. then, next, soon	Specific/technical vocabulary to add detail e.g. Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.	Past perfect verb form e.g. 'had' + past participle	Know that pronouns, nouns and proper nouns can all be the subject of a sentence	<b>Present perfect verb form e.g.</b> 'has/have' + past participle	Alternative graphemes for ay sound (vein, weigh, eight, neighbour, they, obey)	Homophones e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great,	Roots and affixes - Prefixes for opposites or negatives: un-, dis-, mis-, anti-
	Word families based on common words e.g. fear, feared, fearful, fears, fearfully	Quantifiers e.g. enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several	Complex sentences using subordinate conjunctions e.g. when, if, because, although				y as i Myth, gym, Egypt, pyramid, mystery	200 HFW (Second 100)	Roots and affixes - suffixes - adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word e.g. beginning
	Formation of nouns using prefixes	<b>Inverted commas:</b> Spoken word between inverted commas. Start with capital letter, place punctuation before closing the inverted commas. Say who said the words & place what the next person says on the next line.	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in '-ly'	The difference between a phrase and a clause	Prefixes to give the antonym 'im-', 'in-', 'ir-', 'il-'		Alternative phonemes for ou grapheme young, touch, double, trouble, country  Review application of best guess for GPC as needed - use pupils own issues in writing to drive sessions	Words from compulsory Year 3/4 spelling list with unusual GPC e.g. answer, build, breath, breathe, believe, caught	Roots and affixes - Prefixes, more opposites il-, ir-, im -  Review apostrophe for possession  More prefixes: Super-, auto-, inter-, sub-
Phase 2									
Phase 3									