



Mark First and Preschool CE Academy: WRITING PROGRESSION in Year Three

National Curriculum Objectives

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Handwriting (Penpals Sequence)

Autumn Term	Spring Term	Summer Term
1 Practising joining through word in stages: no ascenders or descenders 2 Practising joining through a word in stages: parallel ascenders 3 Introducing joining from s to ascender: sh, sl, st, sk 4 Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su 5 Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 6 Introducing joining from r to an ascender: rb, rh, rk, rl, rt 7 Introducing joining from r, no ascender: ri, ru, rn, rp 8 Introducing joining from r to anticlockwise letter: ra, rd, rg, ro 9 Introducing joining from r to e: are, ere, ure, ore, ire 10 Introducing break letters: g, j, y, f, b, p, x, z	11 Introducing joining to f: if, ef, af, of 12 Introducing joining from f to an ascender: fl, ft 13 Introducing joining from f, no ascender: fe, fi, fu, fr, fy 14 Introducing joining from f to an anticlockwise letter: fo, fa 15 Introducing ff 16 Introducing rr 17 Introducing ss 18 Introducing qu 19 Revising parallel ascenders and descenders 20 End-of-term check	21 Revising joins: letter spacing 22 Revising joins: spacing between words 23 Revising joins: consistency of size 24 Revising joins: fluency 25 Revising joins: parallel ascenders 26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter: rs 28 Revising break letters 29 Assessment 30 Revising capital letters

Writing Composition

Planning	Drafting	Editing	Performing
Plan writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Draft and write by: <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	Evaluate and edit writing by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofreading to check for errors in spelling, grammar and punctuation 	Performing writing: <ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammatical Terminology				
Revise Year Two Terminology:				
noun	noun phrase	statement	question	exclamation
command	compound	adjective	verb	suffix
adverb	tense (present, past)	apostrophe	comma	
Year Three Terminology:				
adverb	preposition	conjunction	word family	clause
subordinate clause	direct speech	consonant	consonant letter	vowel
vowel letter	inverted commas (or 'speech marks')			
Vocabulary, Grammar and Punctuation				
Vocabulary: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 		Grammar: <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 		Punctuation: <ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Spelling				
Common Exception Words				
* spell many of the Year 3 and Year 4 statutory spelling words correctly.				
Further Spelling Conventions				
<ul style="list-style-type: none"> spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. use the first two or three letters of a word to check its spelling in a dictionary. 				
Spelling Rules and Guidance				
Apply further Year 3 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). 				

- spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).
- spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).
- spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).
- spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).
- spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).