



Widmer End CC School Progression of Skills in Writing

Year 3 writing grid
Composition
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.
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.
Terminology
Preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, vowel letter, inverted commas