



Hoole Primary writing progression

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

Year 3 Gateway Keys

These are previously taught skills that the children should have mastered.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Use punctuation at Y2 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list and apostrophes)</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Use present and past tenses consistently</p> <p>Use progressive forms of verbs</p> <p>Use expanded noun phrases</p> <p>Write sentences with different forms: statement, command, question, exclamation</p>	<p>Use punctuation at Y2 standard correctly (See autumn 1)</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Use present and past tenses consistently and correctly</p> <p>Use noun phrases and prepositions to add detail</p> <p>Group related ideas into paragraphs</p>	<p>Use punctuation at Y2 standard correctly (See autumn 1)</p> <p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Create characters, settings and plot in narrative</p>	<p>Use punctuation at Y2 standard correctly. (See autumn 1)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use conjunctions and prepositions to express time, place and cause</p> <p>Use adverbs to express time</p> <p>Group related ideas into paragraphs</p>	<p>Use punctuation at Y2 standard correctly. (See autumn 1)</p> <p>Group related ideas into paragraphs</p> <p>Build an increasing range of sentence structures</p> <p>Use adverbs to express time, place and cause</p>	<p>Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</p> <p>Some use of grouping related ideas in paragraphs</p>
<p>Past tense – something that has already happened. – I sat in the park.</p> <p>Present tense – something that is happening – I am at school.</p> <p>Expanded noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p> <p>Statement – I like dogs.</p> <p>Command – Give me that toy.</p> <p>Question – what are you doing?</p> <p>Exclamation – What a lovely day!</p> <p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links two sentences together.</p>	<p>Past tense – something that has already happened. – I sat in the park.</p> <p>Present tense – something that is happening – I am at school.</p> <p>Noun phrases – gives more information about the noun.</p> <p>The red, shiny balloon.</p> <p>Preposition – tells us when and when something happens.</p> <p>Above, around, under, below. at midnight, in the morning</p>	<p>Subordinating conjunction – links a sentence and an idea that can't exist by itself.</p> <p>I wore my coat because it was raining.</p> <p>Co-ordinating conjunction - links two sentences together.</p>	<p>Direct speech - "I am sad" said the boy</p> <p>Preposition – tells us when and when something happens.</p> <p>Above, around, under, below. at midnight, in the morning</p> <p>Conjunctions – join sentences together. And, but, because, while, then</p>	<p>Adverbs – tell us when, where and how. Quickly, suddenly, in the forest.</p>	

Year 3 Mastery Keys
These are the skills your children will be taught each half term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Group related ideas into paragraphs Build a varied and rich vocabulary Use prepositions to express time, place and cause Introduce inverted commas to punctuate direct speech</p>	<p>Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech</p>	<p>Form nouns with a range of prefixes Use present and past tenses correctly and consistently including progressive and present perfect forms Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) Build a varied and rich vocabulary</p>	<p>Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and sub-headings to aid presentation Assess the effectiveness of own and others' writing</p>	<p>Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Group related ideas into paragraphs Use a or an according to whether the next word begins with a noun or a consonant</p>	<p>Build an increasing range of sentence structures In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</p>
<p>Preposition – tells us when and when something happens. Above, around, under, below. at midnight, in the morning Direct speech - “I am sad” said the boy.</p>	<p>Conjunctions – join sentences together. And, but, because, while, then Adverbs – tell us when, where and how. Quickly, suddenly, in the forest. A or an – a tree – an orange Narratives – stories Direct speech - “I am sad” said the boy.</p>	<p>“I am sad” said the boy as he stared at his mum in rage. Past tense – something that has already happened. – I sat in the park. Present tense – something that is happening – I am at school. Past progressive tense – I was digging Present progressive- I am digging Present perfect - I have been in school for two years.</p>	<p>Adverbs – tell us when, where and how. Quickly, suddenly, in the forest.</p>	<p>Preposition – tells us when and when something happens. Above, around, under, below. at midnight, in the morning Conjunctions – join sentences together. And, but, because, while, then Adverbs – tell us when, where and how. Quickly, suddenly, in the forest. A or an – a tree – an orange Present perfect - I have been in school for two years.</p>	<p>Past tense – something that has already happened. – I sat in the park. Present tense – something that is happening – I am at school. Past progressive tense – I was digging Present progressive- I am digging Present perfect - I have been in school for two years.</p>

- Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of grammar terminology for a more detailed set of definitions.

