



## Birkdale Primary School: Learning and Progression Steps for Writing

### YEAR 3 WRITING - must include summer from Year 2

|                                         | Autumn                                                                                                                                                                                                      | Spring                                                                                                                   | Summer                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Sentence Structure</u></b>        | Write multi-clause sentences using both co ordinating and sub ordinating conjunctions.                                                                                                                      | Write dialogue to convey character in narrative.<br>Understand and use adverbs effectively.                              | Use prepositions and adverbials accurately.<br>Write effective dialogue to convey character in narrative.                                                                                                                      |
| <b><u>Punctuation</u></b>               | Begin to use the comma after the subordinate clause.                                                                                                                                                        | Use the comma after the subordinate clause accurately.<br>Begin to use inverted commas accurately to demarcate dialogue. | Use inverted commas and internal punctuation when writing dialogue.                                                                                                                                                            |
| <b><u>Cohesion and Coherence</u></b>    | Identify and discuss non-narrative cohesive devices when reading (title; introduction; sub-heading; caption & picture; diagram & arrows)<br>Identify and discuss inverted commas and dialogue when reading. | Identify what a paragraph or section is.<br>When planning writing, show an awareness for which cohesive devices to use.  | Use all taught cohesive devices - paragraphs; sections; title; sub-headings; captions & pictures; diagrams & arrows; adverbials and conjunctions.<br>Tenses are consistent.<br>Writing is organised in paragraphs or sections. |
| <b><u>Composition and Effect</u></b>    | Identify purpose and audience for all writing tasks.<br>Begin to discuss the scale of formality.                                                                                                            | Write for a range of purposes and audience (reference formality and register of speech).                                 | Write for a range of formalities - different audiences (does not always need to be accurate).<br>Describe character and setting in narratives.                                                                                 |
| <b><u>Proof reading and Editing</u></b> | Make simple revisions; additions and corrections to own writing.                                                                                                                                            | Edit own writing after verbal/written feedback.                                                                          | Edit others writing and give verbal/written feedback.                                                                                                                                                                          |
| <b><u>Handwriting</u></b>               | Legible with finger spaces.                                                                                                                                                                                 | Legible with some joined letters.                                                                                        | Developing a joined handwriting style.                                                                                                                                                                                         |
| <b><u>Spelling</u></b>                  | Spell KS1 CEW and spelling strings accurately.<br>Spell Y3 spelling strings that have been taught accurately.                                                                                               | Spell KS1 CEW and spelling strings accurately.<br>Spell Y3 spelling strings that have been taught accurately.            | Spell KS1 CEW and spelling strings accurately.<br>Spell Y3 spelling strings that have been taught accurately.                                                                                                                  |