



Autumn Term	Spring Term	Summer Term
<p>Expected Standard</p> <ul style="list-style-type: none"> -Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words. -Use dictionaries to check the meaning of words. -Identify key words to look for when scanning a text to find information. -Infer characters thoughts and feelings. -Ask questions to improve understanding of the text. -Read exception words. -Recognise and discuss key themes and conventions. -Use scanning to identify the main purpose of text. -Discuss the purpose of dialogue in narratives. -Identify the narrator's voice. -Identify different parts of a story structure. -Identify causal language and discuss with an appropriate context. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Read aloud accurately and make sense of new words with confidence. -Begin to understand what the writer is implying in a text. -Identify main ideas from more than one paragraph. 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. -Read further exception words with unusual correspondences between spelling and sound -Purposefully skim and scan a text to retrieve key information -Use dictionaries to check the meaning if words and explain the meaning of these words in context -Infer a character's thoughts and feelings and feeling and justify their views. -Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion. -Identify language and structural features that create specific effects on the reader. -Explain how dialogue is used to support characterisation. -Identify how writers express a dilemma within a story. -Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Confidently identify and discuss themes and conventions in texts read. -Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts. 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. -Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. -With some independence can skim and scan to retrieve information from a text. -Draw inferences from reading with some reference to the text. -Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. -Predict what might happen from details stated and attempt to predict from details implied. -Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. -Identify the structure of a story noting how paragraphs are structured to support cohesion. -Identify and explain how dialogue is used to create characterisation and move the story on. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Confidently draw inferences from independent reading and justify opinions with evidence from the text.

<p>-Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases.</p> <p>-Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality.</p> <p>-Identify wider features within a genre and explain their purpose.</p>	<p>-Identify author viewpoint with reference to the text.</p> <p>-Predict what might happen from details stated and attempt to predict from details implied.</p> <p>-Discuss and reason about how language is used to capture the reader's interest and create emphasis, humour, atmosphere or suspense.</p> <p>-Begin to reason about how language and punctuation help to create specific effects on the reader.</p> <p>-Explain how writers use different types of verbs to describe actions, thoughts and feelings.</p> <p>-Identify language of comparison and contrast.</p>	<p>-Justify views about a text using reasoning and explanation skills.</p> <p>-Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information.</p> <p>-Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text.</p> <p>-Identify and explain the viewpoint of the narrator or writer.</p> <p>-Reason about the effectiveness of persuasive language and persuasive techniques.</p>
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Y3 English Writing LTP

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<p>Narrative</p> <p>To write a story in four parts, in the first person, with a definite ending.</p> <p>*Change into a third person story.</p> <p>Recount</p> <p>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>*Write same event in a different form e.g. as a story, a letter or a diary.</p> <p>Narrative</p> <p>To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p>*Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</p> <p>Explanation</p> <p>Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>*Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p>	<p>Narrative</p> <p>Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p>*Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader</p> <p>Non-chronological report</p> <p>Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p>*Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p> <p>Narrative</p> <p>To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p>*Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.</p> <p>Non-chronological report</p> <p>Write a non-chronological report about a subject researched in a specific form e.g. leaflet</p> <p>*Compare the subject in the leaflet to another similar subject using language of comparison and contrast</p>	<p>Narrative</p> <p>Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p>*Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p> <p>Instructions</p> <p>Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>*Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p> <p>Narrative</p> <p>Write a story where dialogue is the drive to move the story on.</p> <p>*Revise the dialogue to provide strong characterisation.</p> <p>Persuasion</p> <p>Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>*Change the viewpoint of the author, selecting vocabulary appropriately</p>

Y3 Writing Assessment Key Performance Indicators

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<p>Write a four part story with strong ending</p> <p>Some use of inverted commas to mark direct speech Maintain writing in the 1st person</p> <p>Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Write a series of extended sentences to explain a process</p> <p>Show some awareness of different sentence openers including adverbs</p> <p>With support begin to use paragraphs to organise ideas</p> <p>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</p> <p>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</p> <p>Use diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>*Independently choose and know what to adapt and include when changing the form of writing. *Maintain writing in the 1st and 3rd person. *Include additional features for the form and audience of the writing. *Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</p>	<p>Re-tell or write own story varying voice and intonation to create effects and sustain interest</p> <p>Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward</p> <p>Write a formal information piece with a specific audience and specific form</p> <p>Organise paragraphs around a theme</p> <p>Use heading and sub-headings to aid presentation</p> <p>Begin to experiment with figurative language</p> <p>Use some words that capture the reader's interest, imagination and create a specific effect on the reader</p> <p>Use inverted commas to punctuate direct speech</p> <p>Capital letters, full stops, question marks and exclamation marks used mostly correctly</p> <p>Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</p> <p>Begin to use joined writing throughout independent writing</p> <p>*Use dialogue to support characterisation and set the scene to a story. *Apt use of vocabulary especially verbs *Independently choose and know what to adapt and include when changing the form of writing. *Inverted commas used mostly accurately *Use the language of comparison and contrast in report writing</p>	<p>Write a story that has a problem and a resolution and where dialogue is beginning to move the story on</p> <p>Write increasingly complicated instructions with clear audience ensuring they can be easily followed</p> <p>Present a persuasive point of view in the form of a letter</p> <p>Plan with a clear purpose, audience and form</p> <p>Express time, place and cause using conjunctions</p> <p>Independently organise paragraphs around a theme</p> <p>Use expanded noun phrases to add detail and precision to writing</p> <p>Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors</p> <p>Use inverted commas to punctuate direct speech</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</p> <p>Use joined writing throughout independent writing</p> <p>Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</p> <p>*Explore a range of organisation devices depending on the form and purpose of the writing *Select precise vocabulary based on the audience and style of writing *Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</p>

	*Evaluate own writing against the purpose, text structure, audience.	*Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.
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