

Year 3 – Autumn (End of Year ARE)

	Y3 End-of-year expected standard expectations		Y3 greater depth within the expected standard	
Audience & purpose	Writing is mostly appropriate for a range of real purposes; the use of vocabulary and grammar is mostly appropriate.		Writing shows awareness of the reader and is appropriate for different purposes.	
	Writing describes people and places (setting/character) using expanded noun phrases, prepositions and adverbs. Events in a narrative are coherently sequenced (plot). Some use of dialogue is evident.			
Sentence structure	Writing is coherent and demonstrates a mix of sentence structures, including use of subordinate clauses to add information and co-ordinating conjunctions to join sentences.		A range of sentences structures are used including effective use multi-clause sentences (with a mix of co-ordinating and subordinating conjunctions).	
Punctuation	Most capital letters and full stops are used accurately to demarcate sentences and for proper nouns.		Punctuation use is accurate.	
	Commas are mostly accurate in lists and to separate adjectives.			
	Question marks and exclamation marks are mostly used when required.			
	Apostrophes for contractions are mostly used accurately. Apostrophes for singular possession are sometimes used accurately.			
	Some accurate use of speech punctuation: inverted commas and possibly an exclamation mark or question mark to show how words are spoken.			
Vocabulary	A wider range of appropriate adjectives and verbs are mostly used effectively to entertain/inform the reader (determiners are used in expanded noun phrases).		Vocabulary is used to create a sense of person or place and is drawn from wider reading.	
	Prepositions are used to describe location (<u>where</u>), adverbs to show <u>how</u> e.g. <i>slowly, carefully</i> and adverbs and conjunctions to show <u>when</u> e.g. then, all of a sudden, when etc.		Writing demonstrates an awareness of the reader, explaining when, where and how things happen.	
Tense & Person	Present and past tense is mostly used correctly. Some use of present perfect e.g. I have seen / I have been.		Person and tenses are accurate and a range of verb forms are used.	
	Subject verb agreement is accurate & correct person (1st/2nd/3 rd) is maintained.			
Coherence	Paragraphs group ideas using headings/sub-headings (non-fiction) or with a scaffold.		Paragraphs are formed with less scaffolding.	
Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Some statutory Y3/4 words are spelt accurately.			
Handwriting	Letters are formed accurately and handwriting is mostly joined.			
Editing	Children can proofread their sentences and make some corrections/edits.		Children can proofread and edit with the reader in mind.	
	Has this child met end-of-year EXS expectations?		Has this child met GDS expectations?	
	Next teaching steps for this child include:		Next teaching steps for this child include:	

Key National Curriculum Objectives for **Autumn**

<p>National Curriculum Handwriting Objectives are a key focus for this term.</p>	<p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists mostly correctly</p>	<p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p>	<p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p>	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p>
<ul style="list-style-type: none"> • 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<ul style="list-style-type: none"> • To know that sentences (both simple and compound) start with a capital letter and end with a full stop • To know that question marks are used to denote a question and that they are used in place of a full stop • To know that exclamation marks can be used to show heightened emotions • To know that exclamation marks can be used at the end of sentences • To know that exclamation marks can be used after individual words • Know how to change some words to a contracted form and place the apostrophe in the correct place • Know how to spell some contracted forms correctly using an apostrophe • Know what a comma is and identify them in writing • Know that commas are used to separate individual items in a list • Know when a comma is not necessary in a list (i.e. before and) • Know how to apply grammatical knowledge of commas to write lists • Full stops, capital letters, exclamation marks, question marks and commas in lists are mostly accurate. 	<ul style="list-style-type: none"> • Know what a noun is • Know how to identify nouns and their given determiners • Know what a vowel and a consonant are • Know whether to use a or an depending on whether the noun starts with a vowel or a consonant (a book, an elephant) • To know that the words 'and, so, but' can be used to join ideas • To identify and, but, so in a sentence • To know what an adverb is and its grammatical purpose within a sentence • To know what a preposition is and its grammatical purpose within a sentence • To articulate the purpose of and, but, so in a sentence • To know, grammatically, what a simple sentence must contain • To join sentences together using coordinating conjunctions (and, but, so) • In writing, know how to join ideas and simple sentences using 'and, but, so' 	<ul style="list-style-type: none"> • Know some determiners and where they sit within an expanded noun phrase • Know how to orally rehearse a noun phrase before writing it down • Know some different adjectives for common adjectival choices (big, small, happy, sad, etc.) to develop vocabulary and writing • Know what an adjective is and that adjectives are included within expanded noun phrases • Know that a noun phrase can be part of a main clause • Know how to orally rehearse and write simple sentences that include a noun (or expanded noun) phrase • Know how to use noun phrases by adding adjectives to make writing more detailed to interest the reader 	<ul style="list-style-type: none"> • Know that 'was' and 'were' are verbs in the past tense • Know that 'is' and 'are' are verbs in the present tense • Know that past tense verbs often end with the -ed suffix • Know how to identify if a sentence is in the past or present tense • Know that progressive verbs always end with the suffix -ing • In writing, correctly use the present, past and progressive forms of tense.

Core Text Types for **Autumn** (further text outcomes can also be completed)

Autumn 1		Autumn 2	
Novel: Traction Man	Poem: How the Little Kite learned to Fly	Novel: Beowulf	Poem: Life Doesn't Frighten Me
Key Writing Outcome: Narrative	Key Grammar Focus: <ul style="list-style-type: none"> Handwriting objectives To join sentences together using coordinating conjunctions (and, but, so) 	Key Writing Outcome: Narrative , including a Character Description	Key Grammar Focus: <ul style="list-style-type: none"> To know how to use noun phrases by adding adjectives to make writing more detailed to interest the reader In writing, correctly use the present, past and progressive forms of tense.
Key Writing Outcome: Recount	Key Grammar Focus: <ul style="list-style-type: none"> Know whether to use a or an depending on whether the noun starts with a vowel or a consonant (a book, an elephant) Full stops, capital letters, exclamation marks, question marks and commas in lists are mostly accurate. 	Key Writing Outcome: Non-chronological report	Key Grammar Focus: <ul style="list-style-type: none"> To join sentences together using coordinating conjunctions (and, but, so) Know whether to use a or an depending on whether the noun starts with a vowel or a consonant (a book, an elephant)

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome Check for understanding Pre-teach vocabulary or content 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English 				
<p>📖 Listening: Can understand longer discussions and follow more detailed instructions.</p> <p>Responding: Begins to structure responses more clearly and asks relevant questions.</p> <p>Interaction with Adults: Can engage in more meaningful conversations and express opinions when asked.</p> <p>Interaction with Peers: Shows increasing ability to respect others' viewpoints and take turns talking.</p>	<p>📖 Questioning Style: More structured queries, linking previous knowledge with new ideas.</p> <p>Purpose: Explores cause and effect, comparisons, and reasoning (e.g., "How is this similar to...?" "What would happen if...?")</p> <p>Support Needed: Structure questioning through class discussions and debate with modelled sentence stem/vocabulary.</p>	<p>📖 Reading for Meaning: Introducing dictionaries and word meanings in context.</p> <p>Context Clues: Encouraging children to infer word meanings from sentences.</p> <p>Expanding Vocabulary: Using more varied adjectives, verbs, and adverbs.</p> <p>Subject-Specific Words: Teaching topic-related vocabulary for science, history, etc.</p>	<p>📖 Fluent Speech: Speaks with fewer pauses and hesitations.</p> <p>Grammar & Vocabulary Growth: Uses more precise language with better command of Standard English.</p> <p>Speaking for Different Purposes: Understands the difference between formal and informal situations.</p> <p>Confidence in Discussion: Engages in conversations with greater clarity and appropriate volume.</p>	<p>Knowledge - Speak like an expert</p> <p>Physical: Vary tone of voice to convey meaning. E.g. speaking authoritatively during an expert talk.</p> <p>Linguistic: Use specialist language/vocabulary. Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p> <p>Cognitive: Summarise what is being spoken about/heard.</p> <p>Social & Emotional: Adapt content for a specific audience. Speak with confidence in front of an audience.</p> <p>Skills - Speak like an expert</p> <p>To be able to plan and deliver a presentation about a well-known subject.</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Sentence level feature: Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use a/an correctly when speaking. To recognise vowels and consonants.	Beginning to recognise when to use a/an in writing with teacher guidance at sentence level.	To be able to use a/an with some accuracy and more independently.
Sentence level feature Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Use FANBOYS in writing. Begin to explore what a preposition is and how to use it in writing. Use some subordinating conjunctions 'naturally' such as because or if.	Use subordinating conjunctions in speech and writing. Use prepositions and adverbs of time in speech and sometimes in writing. Use prepositions in noun phrases.	Begin to choose appropriate conjunctions, prepositions and adverbs in writing. Use a variety of conjunctions, prepositions and adverbs in writing.
Cohesion across pieces of writing Begin to use paragraphs as a way to group related material.		Plan ideas on a planning sheet in separated paragraphs. Use this to write in paragraphs as much as possible.	Some children to begin to use them independently in fiction and non-fiction texts.
Key punctuation: Begin to use inverted commas to punctuate direct speech. Capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes are used mostly correctly		Have some knowledge of where to use inverted commas and begin to experiment with these within writing.	Use inverted commas in their writing although they may not be accurate. Understand any additional punctuation needed although this may not be accurate.
Sentence type progression To use FANBOYS in compound sentences and AAAWWUBBIS in complex sentences.	Use conjunctions (coordinating and subordinating) in speech and sometimes in writing.	Recognise when FANBOYS make a compound sentence and attempt to write their own compound sentences.	Recognise AAAWWUBBIS in a complex sentence and begin to write their own complex sentences.
Spelling pattern: Use the prefixes un-, dis-, mis-, re-, pre-.	Understand and explain some words using prefixes	Spell some words with prefixes.	Explain what different prefixes mean and do to words
Spelling pattern: Use the suffixes such as -ly, -ed, -ing, -ful	Understand and explain some words using suffixes	Spell some words with suffixes	Explain what different suffixes mean and do to words.
Sentence level feature Expanded noun phrases expanded with multiple adjectives and a preposition.	To be able to use noun phrases regularly in writing from Year 2	To expand noun phrases using multiple adjectives	To choose appropriate adjectives for expanded noun phrases. To add prepositions to noun phrases to expand the noun phrases further.

Year 3 – Spring (End of Year ARE)

	Y3 End-of-year expected standard expectations		Y3 greater depth within the expected standard	
Audience & purpose	Writing is mostly appropriate for a range of real purposes; the use of vocabulary and grammar is mostly appropriate.		Writing shows awareness of the reader and is appropriate for different purposes.	
	Writing describes people and places (setting/character) using expanded noun phrases, prepositions and adverbs. Events in a narrative are coherently sequenced (plot). Some use of dialogue is evident.			
Sentence structure	Writing is coherent and demonstrates a mix of sentence structures, including use of subordinate clauses to add information and co-ordinating conjunctions to join sentences.		A range of sentences structures are used including effective use multi-clause sentences (with a mix of co-ordinating and subordinating conjunctions).	
Punctuation	Most capital letters and full stops are used accurately to demarcate sentences and for proper nouns.		Punctuation use is accurate.	
	Commas are mostly accurate in lists and to separate adjectives.			
	Question marks and exclamation marks are mostly used when required.			
	Apostrophes for contractions are mostly used accurately. Apostrophes for singular possession are sometimes used accurately.			
	Some accurate use of speech punctuation: inverted commas and possibly an exclamation mark or question mark to show how words are spoken.			
Vocabulary	A wider range of appropriate adjectives and verbs are mostly used effectively to entertain/inform the reader (determiners are used in expanded noun phrases).		Vocabulary is used to create a sense of person or place and is drawn from wider reading.	
	Prepositions are used to describe location (<u>where</u>), adverbs to show <u>how</u> e.g. <i>slowly, carefully</i> and adverbs and conjunctions to show <u>when</u> e.g. then, all of a sudden, when etc.		Writing demonstrates an awareness of the reader, explaining when, where and how things happen.	
Tense & Person	Present and past tense is mostly used correctly. Some use of present perfect e.g. I have seen / I have been.		Person and tenses are accurate and a range of verb forms are used.	
	Subject verb agreement is accurate & correct person (1st/2nd/3 rd) is maintained.			
Coherence	Paragraphs group ideas using headings/sub-headings (non-fiction) or with a scaffold.		Paragraphs are formed with less scaffolding.	
Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Some statutory Y3/4 words are spelt accurately.			
Handwriting	Letters are formed accurately and handwriting is mostly joined.			
Editing	Children can proofread their sentences and make some corrections/edits.		Children can proofread and edit with the reader in mind.	
	Has this child met end-of-year EXS expectations?		Has this child met GDS expectations?	
	Next teaching steps for this child include:		Next teaching steps for this child include:	

Key National Curriculum Objectives for **Spring**

Use conjunctions, adverbs and prepositions to express time and cause.	Check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Know how to use inverted commas (“ ”) for direct speech	Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Learn how to use subordination (using because, if, that, although or when)	Draft and write non-narrative material, using simple organisational devices
<ul style="list-style-type: none"> To recap the difference between a phrase and a clause. To know what an adverb and preposition is. To explore how adverbs can be prepositions. To be able to identify adverbs and prepositions in a text. To list conjunctions which indicate time or cause. (when, before, after, so, because, while) To be able to match conjunctions to the correct purpose. To be able to write compound sentences with an appropriate conjunction in the middle. Know how to use prepositions to explain the location of something (before, during, after, in), adverbs and conjunctions to express time and cause. To improve a piece of writing looking at adverb, conjunction or preposition use. 	<ul style="list-style-type: none"> Know what the present continuous tense includes. Know how to identify the past tense and present tense, including was/were, is/are and other verbs in the present and past tense Know how to identify the present continuous tense in writing, for example ‘Children are going to school.’ And ‘The baby is crying out loud. With support, know how to use some prefixes and suffixes (un-, dis-, mis-, pre- and -ly, -ed, -ing) Know how to write sentences that include the present continuous tense Know how to write sentences in the past tense and present tense To know how to write in a consistent tense, including verbs in a continuous form. 	<ul style="list-style-type: none"> To know that speech marks are used to indicate direct speech To know that sentences within speech start with a capital letter and the punctuation at the end is included in the inverted commas. To know how to write and punctuate direct speech discretely To be able to write individual sentences with direct speech which are punctuated correctly. To know how to correct mistakes regarding speech punctuation. To include emotions and use synonyms for said. Know how to use inverted commas (“ ”) for direct speech 	<ul style="list-style-type: none"> To know that some words can be joined together to form new words, such as do+not=don’t To know that the apostrophe shows where a missing letter is. To know that this type of apostrophe use is called contraction or omission To know how to insert apostrophes and correct mistakes regarding contraction. To know that contraction apostrophes are informal writing. Know how to use apostrophes for contractions most of the time (don’t, I’m, couldn’t, I’ve) Know how to spell some contracted forms correctly using an apostrophe Know that a comma is used to separate items in a list and identify them in writing Know when a comma is not necessary in a list (i.e. before and) Know how to apply grammatical knowledge of commas to write lists Full stops, capital letters, exclamation marks, question marks, apostrophes and 	<ul style="list-style-type: none"> Identify subordinating conjunctions when reading sentences (because, if, that and when) Know that a subordinate clause must be linked to a main clause Identify, within a subordinate clause, the subordinating conjunction, verb and comma Orally rehearse sentences that contain subordination Know how to join clauses using subordinating conjunctions Know how to add an appropriate main clause to a subordinate clause and vice versa Know how to write sentences that contain subordination and what, grammatically, these sentences contain Know that subordinate clauses can come before or after the main clause Know how to join 	<ul style="list-style-type: none"> To understand that non-fiction texts often look different to fiction. To know how bullet points are used, when and their benefit. To know when subheading are used, when and their benefit. To know how diagrams or illustrations are used, when and their benefit To identify these organisational devices and explain their impact. To correct incorrect use of these devices. To consider these devices when planning a non-fiction piece of writing. To know how to punctuate bullet points. To know that paragraphs are an organisational device and that these are still used in non-fiction writing. p

			commas in lists are mostly accurate.	clauses together using subordinating (because, if, when) conjunctions	
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Core Text Types for **Spring** (further text outcomes can also be completed)

Spring 1		Spring 2	
Novel: The Fossil Hunter	Poem: Every Rock has a Story	Novel: Non-fiction	Poem: Tenderness is a Tiger
Key Writing Outcome: Diary	Key Grammar Focus: <ul style="list-style-type: none"> Know how to use prepositions, adverbs and conjunctions to express time and cause To know how to write in a consistent tense, including verbs in a continuous form. 	Key Writing Outcome: Newspaper report	Key Grammar Focus: <ul style="list-style-type: none"> Know how to use conjunctions to show time, place and cause (when, before, after, so, because, while) Know how to use inverted commas (“ ”) for direct speech
Key Writing Outcome: Biography	Key Grammar Focus: <ul style="list-style-type: none"> To be able to select and use organisational devices based upon their use. Know how to join clauses together using subordinating (because, if, when) conjunctions 	Key Writing Outcome: Persuasive writing	Key Grammar Focus: <ul style="list-style-type: none"> Know how to use apostrophes for contractions most of the time (don't, I'm, couldn't, I've) Full stops, capital letters, exclamation marks, question marks, apostrophes and commas in lists are mostly accurate.

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome Check for understanding Pre-teach vocabulary or content 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others 				
<p>📌 Structuring Arguments: Introduces phrases like "I believe that..." and "I think this because..."</p> <p>Justifying Ideas with Examples: Uses personal experience or basic facts to support opinions.</p> <p>Evaluating Different Perspectives: Starts considering alternative views in discussions.</p>	<p>📌 Extended Contributions: Speaks in fuller sentences and adds reasoning through the use of sentence stems or given vocabulary.</p> <p>Building on Others’ Ideas: Connects comments to previous points in discussion.</p> <p>Balanced Participation: Learns different roles in a conversation.</p> <p>More Structured Discussions: Takes part in debates and collaborative work.</p>	<p>📌 Discussions: Participates in discussions, responding to others' ideas.</p> <p>Presentations: Begins structuring speeches with clear points, with support.</p> <p>Performances & Role Play: Learns how to use facial expressions and tone to enhance acting.</p> <p>Improvisations: Engages in collaborative storytelling.</p> <p>Debates: Can present a simple argument with reasoning.</p>	<p>📌 Comparing Perspectives: Starts recognising differences between viewpoints and how these viewpoints are different.</p> <p>Evaluating Contributions: Can explain whether they agree or disagree and why using 'I agree with ___ because ___'</p> <p>Developing Conversations: Adds to discussions by connecting ideas and asks questions to clarify understanding.</p>	<p>Knowledge – Performance</p> <p>Physical: Vary tone of voice to convey meaning. E.g. with pathos when telling a sad story. Considers posture when addressing an audience.</p> <p>Linguistic:</p> <p>Cognitive: Offer opinions that aren't their own. Reflect upon and identify how to improve.</p> <p>Social & Emotional: Speak with confidence to an audience.</p> <p>Skills – Performance To be able to deliver an entertaining performance to an audience.</p>

Assessment Support

Year Group:	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Sentence level feature: Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use a/an correctly when speaking. To recognise vowels and consonants.	Beginning to recognise when to use a/an in writing with teacher guidance at sentence level.	To be able to use a/an with some accuracy and more independently.
Sentence level feature Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Use FANBOYS in writing. Begin to explore what a preposition is and how to use it in writing. Use some subordinating conjunctions 'naturally' such as because or if.	Use subordinating conjunctions in speech and writing. Use prepositions and adverbs of time in speech and sometimes in writing. Use prepositions in noun phrases.	Begin to choose appropriate conjunctions, prepositions and adverbs in writing. Use a variety of conjunctions, prepositions and adverbs in writing.
Cohesion across pieces of writing Begin to use paragraphs as a way to group related material.		Plan ideas on a planning sheet in separated paragraphs. Use this to write in paragraphs as much as possible.	Some children to begin to use them independently in fiction and non-fiction texts.
Key punctuation: Begin to use inverted commas to punctuate direct speech. Capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes are used mostly correctly		Have some knowledge of where to use inverted commas and begin to experiment with these within writing.	Use inverted commas in their writing although they may not be accurate. Understand any additional punctuation needed although this may not be accurate.
Sentence type progression To use FANBOYS in compound sentences and AAWWUBBIS in complex sentences.	Use conjunctions (coordinating and subordinating) in speech and sometimes in writing.	Recognise when FANBOYS make a compound sentence and attempt to write their own compound sentences.	Recognise AAWWUBBIS in a complex sentence and begin to write their own complex sentences.
Spelling pattern: Use the prefixes un-, dis-, mis-, re-, pre-.	Understand and explain some words using prefixes	Spell some words with prefixes.	Explain what different prefixes mean and do to words
Spelling pattern: Use the suffixes such as -ly, -ed, -ing, -ful	Understand and explain some words using suffixes	Spell some words with suffixes	Explain what different suffixes mean and do to words.

Sentence level feature Expanded noun phrases expanded with multiple adjectives and a preposition.	To be able to use noun phrases regularly in writing from Year 2	To expand noun phrases using multiple adjectives	To choose appropriate adjectives for expanded noun phrases. To add prepositions to noun phrases to expand the noun phrases further.
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Year 3 – Summer (End of Year ARE)

	Y3 End-of-year expected standard expectations		Y3 greater depth within the expected standard	
Audience & purpose	Writing is mostly appropriate for a range of real purposes; the use of vocabulary and grammar is mostly appropriate.		Writing shows awareness of the reader and is appropriate for different purposes.	
	Writing describes people and places (setting/character) using expanded noun phrases, prepositions and adverbs. Events in a narrative are coherently sequenced (plot). Some use of dialogue is evident.			
Sentence structure	Writing is coherent and demonstrates a mix of sentence structures, including use of subordinate clauses to add information and co-ordinating conjunctions to join sentences.		A range of sentences structures are used including effective use multi-clause sentences (with a mix of co-ordinating and subordinating conjunctions).	
Punctuation	Most capital letters and full stops are used accurately to demarcate sentences and for proper nouns.		Punctuation use is accurate.	
	Commas are mostly accurate in lists and to separate adjectives.			
	Question marks and exclamation marks are mostly used when required.			
	Apostrophes for contractions are mostly used accurately. Apostrophes for singular possession are sometimes used accurately.			
	Some accurate use of speech punctuation: inverted commas and possibly an exclamation mark or question mark to show how words are spoken.			
Vocabulary	A wider range of appropriate adjectives and verbs are mostly used effectively to entertain/inform the reader (determiners are used in expanded noun phrases).		Vocabulary is used to create a sense of person or place and is drawn from wider reading.	
	Prepositions are used to describe location (<u>where</u>), adverbs to show <u>how</u> e.g. <i>slowly, carefully</i> and adverbs and conjunctions to show <u>when</u> e.g. then, all of a sudden, when etc.		Writing demonstrates an awareness of the reader, explaining when, where and how things happen.	
Tense & Person	Present and past tense is mostly used correctly. Some use of present perfect e.g. I have seen / I have been.		Person and tenses are accurate and a range of verb forms are used.	
	Subject verb agreement is accurate & correct person (1st/2nd/3 rd) is maintained.			
Coherence	Paragraphs group ideas using headings/sub-headings (non-fiction) or with a scaffold.		Paragraphs are formed with less scaffolding.	
Spelling	Prefixes, suffixes and homophones that have been taught are mostly accurate. Some statutory Y3/4 words are spelt accurately.			
Handwriting	Letters are formed accurately and handwriting is mostly joined.			
Editing	Children can proofread their sentences and make some corrections/edits.		Children can proofread and edit with	

			the reader in mind.	
	Has this child met end-of-year EXS expectations?		Has this child met GDS expectations?	
	Next teaching steps for this child include:		Next teaching steps for this child include:	

Key National Curriculum Objectives for **Summer**

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	Organising paragraphs around a theme.	Learn how to use both familiar punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contraction and apostrophes for singular possession	Using the present perfect form of verbs in contrast to the past tense.	Learn how to write narratives about personal experiences and those of others (real and fictional) Draft and write narratives creating settings, characters and plots.
<ul style="list-style-type: none"> To know that 'was' is a verb To know the different tense forms of 'was' To identify verb inflections within texts To correct verb inflections in a modelled text To add in missing verb inflections To know how to use the standard English verb form (we were not we was) most of the time To justify verb inflections. 	<ul style="list-style-type: none"> Know how to orally re-tell a short narrative or event Know how to describe settings using appropriate adjectives Experiment with using figurative language to build character description Know how to use dialogue to build character descriptions Know how to write a short narrative after orally rehearsing it Know how to plan and build a narrative including the introduction, build-up, conflict and ending Know what paragraphs are and be able to organise information into paragraphs Show some understanding of the features of text types including headings and sub-headings Sometimes know how to 	<ul style="list-style-type: none"> To be able to write in a past or present tense mainly consistently. Recap apostrophe for contraction. Know that an apostrophe can be used to show possession Know how to identify if an apostrophe is being used to show possession (singular) Know that an 's' is added (usually) to show possession To know that plural and possession are different To correct misuse of apostrophe when it has been incorrectly used in plural. Discuss how the apostrophe can change meaning. Know that words that end with an 's' have the apostrophe after the 's' Know how to use a possessive apostrophe (singular) by adding this in to a text. To write simple sentences with 	<ul style="list-style-type: none"> Recap simple past tense and progressive forms. To know that sentence written in the present perfect tense contains a subject, has/have, verb in the past tense. To identify the present perfect tense in a prepared text. To insert the present perfect tense into a gapped model. To write single sentence in the present perfect form. To plan in opportunities for the present perfect tense. Know how to use the present perfect tense some of the time (he has gone rather than he went) in a piece of writing. Know how to correct errors in regards to the present perfect tense. To know that this tense is used for past actions that 	<ul style="list-style-type: none"> To retell a short narrative in chronological order. To discuss an experience and use empathy to understand how a character might feel. To know that you can write about things in the past, present and future. To know that you need to keep your tense consistent. To identify verbs and know how these are amended to show tense. To know that most verbs have -ed when in the past. To recap expanded noun phrases. To recap prepositions and adverbs. To write a short narrative Know how to create simple settings, plots and characters in narratives

	organise paragraphs grouping similar content together	the possessive apostrophe <ul style="list-style-type: none"> Know how to use the possessive apostrophe in longer writing (singular) 	can continue into the present.	
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Core Text Types for **Summer** (further text outcomes can also be completed)

Summer 1		Summer 2	
Novel: Dear Green Peace and The Morning I Met a Whale	Poem: The Sea	Novel: Harry Potter	Poem: The Witches' Spell
Key Writing Outcome: Formal/informal letter	Key Grammar Focus: <ul style="list-style-type: none"> To know how to use the standard English verb form (we were not we was) most of the time Know how to use the present perfect tense some of the time (he has gone rather than he went) in a piece of writing. 	Key Writing Outcome: Narrative and narrative	Key Grammar Focus: <ul style="list-style-type: none"> Know how to create simple settings, plots and characters in narratives Sometimes know how to organise paragraphs grouping similar content together
Key Writing Outcome: Information text	Key Grammar Focus: <ul style="list-style-type: none"> Know how to use the possessive apostrophe in longer writing (singular) Sometimes know how to organise paragraphs grouping similar content together 	Key Writing Outcome: Recount	Key Grammar Focus: <ul style="list-style-type: none"> Sometimes know how to organise paragraphs grouping similar content together Know how to use the present perfect tense some of the time (he has gone rather than he went) in a piece of writing.

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) 	<ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning.

<ul style="list-style-type: none"> • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	
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Y3 Summer

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication 				
<p>🔍 Detailed Descriptions: Adds some sensory details and varied sentence structures.</p> <p>Logical Explanations: Beginning to explain cause-and-effect (e.g., “I feel excited because we are going on a trip tomorrow.”).</p> <p>Structured Storytelling: Groups information and dialogue to develop characters and events.</p>	<p>🔍 Logical Hypothesising: Begins forming structured "if... then..." statements (e.g., "If plants don't get water, they will die").</p> <p>Reasoning Through Speech: Explains thinking with clearer reasoning in discussions.</p> <p>Expanding Imagination: Uses spoken language to build more developed narratives, including from another person's perspective.</p>	<p>🔍 Gaining Interest: Can structure ideas better and use engaging vocabulary with the support of sentence stems and word banks.</p> <p>Maintaining Engagement: Learns to pace speech, use emphasis, and vary tone.</p> <p>Monitoring Listener Response: Can adjust based on verbal feedback (e.g., re-explaining if someone doesn't understand).</p>	<p>🔍 Using Standard English in Formal Settings: Begins applying more precise grammar when speaking in structured situations.</p> <p>Adapting Speech for Clarity: Adjusts voice, volume, and tone for different listeners. Is starting to understand that tone can impact meaning.</p> <p>Developing Persuasive & Explanatory Speech: Learns how language choices affect effectiveness</p>	<p>Knowledge - Speak like an expert</p> <p>Physical: Vary tone of voice to convey meaning. E.g. speaking authoritatively during an expert talk.</p> <p>Linguistic: Use specialist language/vocabulary. Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p> <p>Cognitive: Summarise what is being spoken about/heard.</p> <p>Social & Emotional: Adapt content for a specific audience. Speak with confidence in front of an audience.</p> <p>Skills - Speak like an expert To be able to plan and deliver a presentation about a well-known subject.</p>

Year Group:	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Sentence level feature: Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use a/an correctly when speaking. To recognise vowels and consonants.	Beginning to recognise when to use a/an in writing with teacher guidance at sentence level.	To be able to use a/an with some accuracy and more independently.
Sentence level feature Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Use FANBOYS in writing. Begin to explore what a preposition is and how to use it in writing. Use some subordinating conjunctions 'naturally' such as because or if.	Use subordinating conjunctions in speech and writing. Use prepositions and adverbs of time in speech and sometimes in writing. Use prepositions in noun phrases.	Begin to choose appropriate conjunctions, prepositions and adverbs in writing. Use a variety of conjunctions, prepositions and adverbs in writing.
Cohesion across pieces of writing Begin to use paragraphs as a way to group related material.		Plan ideas on a planning sheet in separated paragraphs. Use this to write in paragraphs as much as possible.	Some children to begin to use them independently in fiction and non-fiction texts.
Key punctuation: Begin to use inverted commas to punctuate direct speech. Capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes are used mostly correctly		Have some knowledge of where to use inverted commas and begin to experiment with these within writing.	Use inverted commas in their writing although they may not be accurate. Understand any additional punctuation needed although this may not be accurate.
Sentence type progression To use FANBOYS in compound sentences and AAAWWUBBIS in complex sentences.	Use conjunctions (coordinating and subordinating) in speech and sometimes in writing.	Recognise when FANBOYS make a compound sentence and attempt to write their own compound sentences.	Recognise AAAWWUBBIS in a complex sentence and begin to write their own complex sentences.
Spelling pattern: Use the prefixes un-, dis-, mis-, re-, pre-.	Understand and explain some words using prefixes	Spell some words with prefixes.	Explain what different prefixes mean and do to words
Spelling pattern: Use the suffixes such as -ly, -ed, -ing, -ful	Understand and explain some words using suffixes	Spell some words with suffixes	Explain what different suffixes mean and do to words.
Sentence level feature Expanded noun phrases expanded with multiple adjectives and a preposition.	To be able to use noun phrases regularly in writing from Year 2	To expand noun phrases using multiple adjectives	To choose appropriate adjectives for expanded noun phrases. To add prepositions to noun phrases to expand the noun phrases further.