

YEAR 3 RECOVERY MILESTONES

Add Y2 TAF assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing

GUIDING PRINCIPLES:

'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example)

Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured.

Specific word level skills e.g. modal verbs can be taught through modelling and games.

On-going		1	2	3	4	5	6
	Demarcate sentences using full stops and capital letters mostly accurate e.g. only occasional errors that are often edited by the pupil						
	Use coordinating conjunctions to form compound sentences Must include: or/but /and						
	Use noun phrases appropriately in a <i>*range of text types</i> to clarify and add detail e.g. ancient castle; turquoise butterfly; rickety bridge <i>*KPI = that the adjectives appropriately describe the noun</i>						
	Use a mixture of simple and compound sentences e.g. across a piece of writing <i>*KPI secure coordination</i>						
	Use subordinating conjunctions to add extra information Must include when/if/that/because. When using modelled writing or modelled texts, colleagues can demonstrate the use of commas for clauses. <i>*KPI when/if/because secure</i>						
Term 2							
1	Demarcate sentences consistently using question marks and exclamation marks e.g. here, exclamation can be used for indicating emotion as well as in exclamatory phrases – It was amazing!						
2	Use commas in lists consistently in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives the animals shade. <i>*KPI commas separate items in a list</i>						
3	Demarcate direct speech with inverted commas e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.						
4	Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause <i>*KPI children should know the different classes of adverbs and use some to write effectively. Range = GDS</i>						
Term 4							
5	Start to write complex sentences by using a range of conjunctions and some correct use of commas for clauses e.g. forming subordinate clauses by using conjunctions such as: as, after, when, because - often after a main clause - I was really cold because I had forgotten my winter coat. May not always be accurate						
6	Use past tense, present tense, continuous accurately and begin to use perfect forms e.g. perfect form = to show that something has or is still happening up to this point or a point in the past. We <u>have been</u> walking to school since the end of year 2. I <u>had felt</u> really happy. <i>*KPI accurate tense over variety this year</i>						
7	Use paragraphs to group related ideas in fiction and non-fiction writing <i>*KPI: ideas are grouped</i>						
Term 6							
8	Use organisational features for fiction and non-fiction genres e.g. opening/dilemma/resolution, headings/subheadings/paragraphing/genre specific cohesive devices						
9	Describe characters and setting by using expanded noun phrases, prepositional phrases, power of three, interesting and appropriate word choice, alliteration and simile e.g. expose children to a 'how to describe' toolkit, use magpie phrases from known texts <i>*KPI characters are described using whatever devices you have taught this year</i>						
10	Use a range of narrative and non-fiction language features e.g. figurative language/adverbial phrases/power of 3/imperative verbs/tense accuracy/standard and non-standard English/formal style – genre specific <i>*KPI the non-fiction texts taught should showcase accurate language features. The range is not as important this year.</i>						
11	Can spell vocabulary using the year 3/4 prefixes and suffixes e.g. must to spell the whole word accurately. Can use word banks, dictionaries and editing						
12	Can spell many of the year 3/4 words/spelling rules accurately e.g. by using dictionaries/word banks/editing/proof reading						

Skills removed from milestones can be merged into other parts of the English provision

Grammar Warm-up	Greater Depth boosters or editing
<ul style="list-style-type: none"> Use apostrophes for contractions and singular possession mostly accurate e.g. sometimes corrected during editing 	Increase the range of vocabulary used for <ul style="list-style-type: none"> Subordination Adverbs Expanded noun phrases Language features of fiction and non-fiction