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| **YEAR 3**  Agreed Non-Negotiables from previous year groups | * Join letters, deciding which letters are best left un-joined * Write in a legible and consistent style * CL FS ! ? Used consistently - include editing evidence, commas to list, expanded noun phrases. Y2 spelling rules, secure application of range of phase 5 graphemes | 1 | 2 | 3 | | 4 | | 5 | | 6 | |
| 1. Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan | |  |  |  | |  | |  | |  | |
| 1. Record and note ideas | |  |  |  | |  | |  | |  | |
| 1. Compose and rehearse sentences orally, including dialogue before writing | |  |  |  | |  | |  | |  | |
| 1. Read writing aloud to a group or whole class, using appropriate intonation | |  |  |  | |  | |  | |  | |
| 1. Use noun phrases appropriately in a range of text types to clarify and add detail e.g. dark, damp cave/ the man with deep, blue eyes and a brown leather case | |  |  |  | |  | |  | |  | |
| 1. Use commas in lists consistently in fiction and non fiction e.g. to punctuation an expanded noun phrase | |  |  |  | |  | |  | |  | |
| 1. Use a mixture of simple and compound sentences e.g. but/or/yet/so/and | |  |  |  | |  | |  | |  | |
| 1. Use a range of adverbs (time/manner/place) e.g. After a while/He walked slowly/ In the shadows | |  |  |  | |  | |  | |  | |
| 1. Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!. | |  |  |  | |  | |  | |  | |
| **Term 2 Milestones complete** | | | | | | | | | | | |
| 1. Write complex sentences by using a range of conjunctions accurately e.g. when/if/because/as/also/although | |  |  |  | |  | |  | |  | |
| 1. Consistently use features of Standard English and explore when Non-Standard English could be used. e.g. non-standard English can be used in speech when building a character - revisit speech punctuation | |  |  |  | |  | |  | |  | |
| 1. Use apostrophes for contractions e.g. linked to Year 3/4 word list and common exception words in appendix of NC | |  |  |  | |  | |  | |  | |
| 1. Use apostrophes for singular possession e.g. Tom’s coat | |  |  |  | |  | |  | |  | |
| 1. Use the present perfect form of verbs e.g. I have been playing football since I was a boy | |  |  |  | |  | |  | |  | |
| 1. Use paragraphs to group related ideas e.g. use boxing up /story-mapping/ heading and sub-headings/text type specific organisational features when planning | |  |  |  | |  | |  | |  | |
| **Term 3 Milestones complete** | | | | | | | | | | | |
| 1. Use figurative devices such as similes and alliteration e.g. link to poetry and Quality text. Use to develop character | |  |  |  | |  | |  | |  | |
| 1. Create and describe characters in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list, standard and non-standard English, speech | |  |  |  | |  | |  | |  | |
| 1. Create and describe settings in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list | |  |  |  | |  | |  | |  | |
| 1. Create and describe plots in narratives e.g. noun phrases, paragraphs, dialogue, Standard English, adverbs, tense accuracy | |  |  |  | |  | |  | |  | |
| 1. Create interest through the use of apt, appropriate word choices and descriptive phrases e.g. linked to quality text/modelled text/magpie words and phrases, orally rehearsed phrases/story language/figurative language | |  |  |  | |  | |  | |  | |
| **Term 4 Milestones complete** | | | | | | | | | | | |
| 1. Consistently use the language features of narrative e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures | |  |  | |  | |  | |  | |  |
| 1. Consistently use the language features of non fiction e.g. adverbs, standard and non standard English, compound and complex sentence structures, genre specific | |  |  | |  | |  | |  | |  |
| 1. Use a range of organisational features in fiction and non fiction e.g. paragraphs, sub-headings, headings, perfect tense, verb tense agreement, punctuation for direct speech | |  |  | |  | |  | |  | |  |
| 1. Can spell at least half of the Year 3/4 common exception words, homophones and words from other origins e.g. include edited writing | |  |  | |  | |  | |  | |  |
| 1. Can spell words using some of the year 3/4 prefixes and suffixes e.g. include edited writing | |  |  | |  | |  | |  | |  |
| 1. Can use the first 2 letters of a word to check spellings in a dictionary | |  |  | |  | |  | |  | |  |
| 1. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary | |  |  | |  | |  | |  | |  |
| 1. Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations | |  |  | |  | |  | |  | |  |
| 1. Write for a range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing teaching sequences/power of reading teaching sequences | |  |  | |  | |  | |  | |  |
| 1. Write simple poetry e.g. taught 3 x a year (term 2/4/6) | |  |  | |  | |  | |  | |  |
| **Term 5/6 Milestones complete** | |  |  | |  | |  | |  | |  |