

YEAR 3 Agreed Non-Negotiables from previous year groups	<ul style="list-style-type: none"> 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 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Term 1 Milestones complete							
1. Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan							
2. Record and note ideas							
3. Compose and rehearse sentences orally, including dialogue before writing							
4. Read writing aloud to a group or whole class, using appropriate intonation							
5. 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							
6. Use commas in lists consistently in fiction and non-fiction e.g. to punctuation an expanded noun phrase							
7. Use a mixture of simple and compound sentences e.g. but/or/yet/so/and							
8. Use a range of adverbs (time/manner/place) e.g. After a while/He walked slowly/ In the shadows							
9. Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!							
Term 2 Milestones complete							
10. Write complex sentences by using a range of conjunctions accurately e.g. when/if/because/as/also/although							
11. 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							
12. Use apostrophes for contractions e.g. linked to Year 3/4 word list and common exception words in appendix of NC							
13. Use apostrophes for singular possession e.g. Tom's coat							
14. Use the present perfect form of verbs e.g. I have been playing football since I was a boy							
15. 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							
16. Use figurative devices such as similes and alliteration e.g. link to poetry and Quality text. Use to develop character							
17. 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							
18. Create and describe settings in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list							
19. Create and describe plots in narratives e.g. noun phrases, paragraphs, dialogue, Standard English, adverbs, tense accuracy							
20. 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							
21. 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							
22. Consistently use the language features of non-fiction e.g. adverbs, standard and non-standard English, compound and complex sentence structures, genre specific							
23. 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							
24. Can spell at least half of the Year 3/4 common exception words, homophones and words from other origins e.g. include edited writing							
25. Can spell words using some of the year 3/4 prefixes and suffixes e.g. include edited writing							
26. Can use the first 2 letters of a word to check spellings in a dictionary							
27. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary							
28. Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations							
29. 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							
30. Write simple poetry e.g. taught 3 x a year (term 2/4/6)							