



# English Progression - Year 3

## Murdishaw West Community Primary School



# Spoken Language

## **What the national curriculum requires in spoken language at key stage 1 and key stage 2**



Pupils should be taught to:

- 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
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

## Key Assessment Criteria: *Being a speaker*

A Year 1 speaker	A Year 2 speaker	A Year 3 speaker
<ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <li>• I can re-tell a well known story and remember the main characters.</li> <li>• I can hold attention when playing and learning with others.</li> <li>• I can keep to the main topic when we are talking in a group.</li> <li>• I can ask questions in order to get more information.</li> <li>• I can start a conversation with an adult I know well or with my friends.</li> <li>• I listen carefully to the things other people have to say in a group.</li> <li>• I join in with conversations in a group.</li> <li>• I join in with role play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to get more information and clarify meaning.</li> <li>• I can talk in complete sentences.</li> <li>• I can decide when I need to use specific vocabulary.</li> <li>• I can take turns when talking in pairs or a small group.</li> <li>• I am aware that formal and informal situations require different language (beginning).</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>• I take a full part in paired and group discussions.</li> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I can retell a story using narrative language and add relevant detail.</li> <li>• I can show that I have listened carefully because I make relevant comments.</li> <li>• I can present ideas or information to an audience.</li> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I can perform poems from memory adapting expression and tone as appropriate.</li> </ul>

## What the national curriculum requires in reading at Year 3 and Year 4

### Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Key Assessment Criteria: *Being a reader*

<b>A Year 3 reader</b>	
<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I read a range of fiction, poetry, plays, and non-fiction texts.</li> <li>• I can discuss the texts that I read.</li> <li>• I can read aloud and independently, taking turns and listening to others.</li> <li>• I can explain how non-fiction books are structured in different ways and can use them effectively.</li> <li>• I can explain some of the different types of fiction books.</li> <li>• I can ask relevant questions to get a better understanding of a text.</li> <li>• I can predict what might happen based on details I have.</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>• I can use a dictionary to check the meaning of unfamiliar words.</li> <li>• I can identify the main point of a text.</li> <li>• I can explain how structure and presentation contribute to the meaning of texts.</li> <li>• I can use non-fiction texts to retrieve information.</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>

## What the national curriculum requires in writing at Year 3 and Year 4

### Writing - transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Handwriting

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Writing - composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



**MURDISHAW WEST PRIMARY SCHOOL**  
**Year 3** Writing Progression – Pie Corbett

Text Structure	Sentence Construction	Word /Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p><b>Fiction</b>  <b>Secure use of planning tools:</b>            Story map /story mountain / story grids / 'Boxing-up' grid            (Refer to Story-Type grids)</p> <p><b>Plan opening around character(s),</b>            setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts:  <b>Introduction</b> -should include detailed description of setting or characters  <b>Build-up</b> -build in some suspense towards the problem or dilemma  <b>Problem / Dilemma</b> -include detail of actions / dialogue  <b>Resolution</b> - should link with the problem <b>Ending</b> - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Non-Fiction</b>            (Refer to Connectives and Sentence Signposts document for Introduction</p>	<p>Consolidate Year 2 list Introduce:</p> <p><b>Vary long and short sentences:</b>  <b>Long sentences</b> to add description or information.  <b>Short sentences</b> for emphasis and making key points e.g.  <i>Sam was really unhappy. Visit the farm now.</i></p> <p><b>Embellished simple sentences: Adverb starters</b> to add detail e.g.  <i>Carefully, she crawled along the floor of the cave....</i>            Amazingly, small insects can....  <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>)  <i>A few days ago, we discovered a hidden box.</i>  <i>At the back of the eye, is the retina.</i>  <i>In a strange way, he looked at me.</i> <b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives:  <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences</b></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p><b>Prepositions</b>  <i>Next to by the side of</i>  <i>In front of during</i>  <i>through throughout</i>  <i>because of</i></p> <p><b>Powerful verbs</b>            e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b>            e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary</b> to add detail e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p><b>Colon</b> before a list            e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas</b> for direct speech</p> <p>Use of commas after fronted adverbials            (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><u>Consolidate:</u></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 - description</li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p>



<p>and Endings)</p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>  e.g. Text map, washing line, 'Boxing -up' grid, story grids  <b>Paragraphs</b> to organise ideas around a theme  <b>Introduction</b>  Develop hook to introduce and tempt reader in e.g.  <i>Who....? What....? Where....?</i>  <i>Why....? When....? How....?</i>  <b>Middle Section(s)</b>  Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs  Topic sentences to introduce paragraphs  Lists of steps to be taken  Bullet points for facts  Flow diagram  <b>Develop Ending</b>  Personal response  Extra  information / reminders e.g.  Information boxes/ Five Amazing Facts  Wow comment  <b>Use of the perfect form of verbs to mark relationships of time and cause</b>  e.g. <i>I have written it down so I can check what it said.</i> <b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>(Subordination) with range of subordinating conjunctions  (See Connectives and Sentence Signposts doc.)  -<b>'ing'</b> clauses as starters e.g.  <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using: who/whom/which/whose/ that</b> e.g.  <i>The girl, whom I remember, had long black hair.</i>  <i>The boy, whose name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g.  <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>  <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g.  <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g.  <i>Dragons are found across the world.</i>  <b>Dialogue -powerful speech verb</b>  e.g. <i>"Hello," she whispered.</i></p>	<p>e.g. <i>auto... super...anti...</i></p> <p><b>Word Families based on common words</b>  e.g. <i>teacher -teach, beauty - beautiful</i></p> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b>  e.g. <i>a rock, an open box</i></p>		<p>Bossy verbs  Tense (past, present, future) Connective  Generalisers</p> <p>Alliteration  Simile - 'as'/ 'like'</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Word family</li> <li>• Conjunction</li> <li>• Adverb</li> <li>• Preposition</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Prefix</li> <li>• Consonant/Vowel</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• <u>Determiner</u></li> <li>• <u>Synonyms</u></li> <li>• <u>Relative clause</u></li> <li>• <u>Relative pronoun</u></li> <li>• <u>Imperative</u></li> </ul> <p>Colon for instructions</p>
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