

**NON- NEGOTIABLES**  
On entry to Year 3 children should be able to:

- Spell the Year 2 common exception words
- Add –er, -est, -ing, -ed applying Year 2 spelling rules
- Form letters fs the correct size and use joining as appropriate
- Proof read and edit their writing

- Accurately read and write using the Year 2 phonemes
- Write accurately punctuated, coherent sentences
- Use expanded noun phrases
- Use the past and present tense consistently

Skills Progression		Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper & chronological reports, diaries, letters, recounts, persuasive leaflets, instructions, poetry	✓		<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally, including dialogue before writing</li> <li>• Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames</li> <li>• Consistently use the language features of narrative e.g. - use of speech - power of three (She leapt over the gate, across the field and into the barn.)</li> <li>• Consistently use the language features of non-fiction e.g. - technical language - precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)</li> <li>• Use figurative language e.g. - similes (He was like an angry dragon.) - alliteration (the deadly dragon let out a flurry of ferocious flames.)</li> </ul>
2	Use a or an correctly		✓		
3	Use a range of adverbs, conjunctions and prepositions for time	later, next, soon, after, before	✓		
4	Use a range of adverbs, conjunctions and prepositions for place	under, above, along, on, between, across	✓		
5	Use a range of adverbs, conjunctions and prepositions for cause	as, because, so, which	✓		
6	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending		✓		
7	Create settings that are appropriate for the type of story/effect	stories set in space, the jungle, a new world; create mystery, suspense, humour	✓		
8	Describe characters in narratives	e.g. through the use of dialogue	✓		
9	Use the present perfect form of verbs	He had left that morning... She has baked cakes for years... They have moved to France.	✓		
10	Use a range of coordinating and subordinating connectives accurately to form a variety of compound & complex sentences	but, so, yet, although, while, as, because	✓		
11	Use paragraphs to group related ideas		✓		
12	Use a range of organisational features in fiction and non-fiction	headings and sub headings, columns, logical sequencing, captions	✓		
13	Use commas in lists, apostrophes for contractions and singular possession		✓		
14	Demarcate direct speech with inverted commas (speech marks)		✓		
15	Consistently use features of standard English and explore when non-standard English could be used	correct verb choices (we were, I did etc.)	✓		
16	Use nouns and pronouns to aid cohesion within sentences	Tom ran...he felt...the lad was exhausted...	✓		
17	Use a dictionary	by 1st and 2nd letter	✓		
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations		✓		
19	Proof-read and edit their writing		✓		
20	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		✓		
21	Spell many words from the Year 3 word list and use these accurately in their writing	see CLF list (from NC list)	✓		
22	Meet Y3 expectations from the chosen spelling scheme		✓		
23	Use legible, joined writing consistently		✓		
GD 1	Begin to demarcate speech with all necessary punctuation	commas after the reporting clause, ! And ? Where needed		✓	
GD 2	Understand the concept of a main and subordinate clause	main: She decided to rescue the prince... sub: ...although the dragon was dangerous.		✓	
GD 3	Begin to use commas to separate main and subordinate clauses	Although the dragon was dangerous, she decided to rescue the prince.		✓	
GD 4	Secure use of paragraphing			✓	
GD 5	Write effectively for a range of purposes and audiences			✓	
GD 6	Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading			✓	
GD 7	Consistently, use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 9	Consistently apply Y3 spelling expectations across their writing			✓	