

Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 3



Range of Writing:	<ul style="list-style-type: none"> • Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> • Non-fiction e.g. <i>persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion.</i> • Poetry e.g. <i>classic poems, shape poems, calligrams, poems on a theme.</i> 			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Identify clauses in sentences. 	<ul style="list-style-type: none"> • Identify clauses in sentences. 		<ul style="list-style-type: none"> • Identify clauses in sentences.
	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. 	<ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences.
	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, while, before, after.</i> 	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so.</i> 	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since.</i> 	<ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i>
	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> 	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn't harmed.</i> 	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> 	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i>
	<ul style="list-style-type: none"> • Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i>
	<ul style="list-style-type: none"> • Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i> 	<ul style="list-style-type: none"> • Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i> 	<ul style="list-style-type: none"> • Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly.</i> 	<ul style="list-style-type: none"> • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i>
	<ul style="list-style-type: none"> • Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks).</i> 	<ul style="list-style-type: none"> • Identify and use inverted commas (speech marks), to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i> 	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech (speech marks) in independent writing. 	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech (speech marks).

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Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We <u>have researched</u> healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past). 	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, "<i>I don't know where Stig <u>has gone</u>."</i> (present perfect) instead of Barney said, "<i>I don't know where Stig <u>went</u>."</i> (simple past). 	<ul style="list-style-type: none"> Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past). 	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He <u>has gone out to play</u></i> (present perfect) instead of <i>he went out to play</i> (simple past).
	<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. 			<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.
Composition: Planning	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>. 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>. 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

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Composition: Drafting and Writing	<ul style="list-style-type: none"> • Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i> 	<ul style="list-style-type: none"> • Improve, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. <i>"Get out of here!" shouted Bob angrily.</i> 	<ul style="list-style-type: none"> • Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses.</i> 	<ul style="list-style-type: none"> • Create and develop settings for narrative. • Create and develop characters for narrative. • Improve, create and write dialogue.
	<ul style="list-style-type: none"> • Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures. 	<ul style="list-style-type: none"> • During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> • During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	
	<ul style="list-style-type: none"> • Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i> 	<ul style="list-style-type: none"> • Group related material into paragraphs, e.g. <i>write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i> 	<ul style="list-style-type: none"> • Group related material into paragraphs, identifying suitable headings, e.g. <i>write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.</i> 	<ul style="list-style-type: none"> • Group related material into paragraphs. • Use headings and sub headings to organise information.
Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own writing. 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>independently using a dictionary to check spellings.</i> 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
	<ul style="list-style-type: none"> • Discuss own writing with the teacher and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> • Discuss and propose changes with partners and improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation.
Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.</i> 	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>using adverbs to inform how something is said.</i> 	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class.