

## Learning and Progression Steps (LAPS) in Writing

### Planning for Progression: Year 3



Range of Writing:	<ul style="list-style-type: none"> <li>Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i></li> <li>Non-fiction e.g. <i>persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion.</i></li> <li>Poetry e.g. <i>classic poems, shape poems, calligrams, poems on a theme.</i></li> </ul>			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>Identify <b>clauses</b> in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <b>clauses</b> in sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Identify <b>clauses</b> in sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, while, before, after.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, although, so.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although, while, since, until, before, after, so.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Use the <b>comma</b> to separate <b>clauses</b> 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></li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>comma</b> to separate <b>clauses</b> 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></li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>comma</b> to separate <b>clauses</b> 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></li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Identify, understand and select <b>prepositions</b> to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>	<ul style="list-style-type: none"> <li>Generate and select <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>	<ul style="list-style-type: none"> <li>Generate, select and effectively use <b>prepositions</b> in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Identify, understand and select <b>adverbs</b> to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and extend the use of <b>adverbs</b> e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i></li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing by strengthening the use of <b>adverbs</b> e.g. <i>swiftly, rudely, wearily, gingerly.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the <b>inverted commas (speech marks)</b>.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and use <b>inverted commas (speech marks)</b>, to punctuate <b>direct speech</b> e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b> in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>.</li> </ul>

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### Planning for Progression: Year 3



<b>Vocabulary, Grammar and Punctuation Contd.</b>	<ul style="list-style-type: none"> <li>Identify, understand and select the perfect form of <b>verbs</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Independently, edit and improve own writing by using the perfect form of <b>verbs</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>
	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</li> </ul>			<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</li> </ul>
<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up</i>.</li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.</li> </ul>
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<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i></li> </ul>	<ul style="list-style-type: none"> <li>Improvise, create and write dialogue using <b>inverted commas (speech marks)</b>, synonyms for 'said' and, where appropriate, <b>adverbs</b> e.g. <i>"Get out of here!" shouted Bob angrily.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create and develop settings for narrative.</li> <li>Create and develop characters for narrative.</li> <li>Improvise, create and write dialogue.</li> </ul>
	<ul style="list-style-type: none"> <li>Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> </ul>	
	<ul style="list-style-type: none"> <li>Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i></li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> </ul>
<b>Composition: Evaluating and Editing</b>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss own writing with the teacher and make some improvements the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and propose changes with partners and improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in the light of evaluation.</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>