



English Assessment Framework: Year 3



| On track to be expected for Year 3 ARE | Autumn | Spring | Summer | GDS extra challenge |
|--|--|---|---|--|
| Composition (Non-Fiction) | <ul style="list-style-type: none"> Writes simple, coherent narratives about personal experiences and those of others (Real) Writes about real events, recording these simply and clearly | <ul style="list-style-type: none"> Writes for a range of real purposes and audiences as part of their work across the curriculum Begins to build paragraphs around topics with or without subheadings | <ul style="list-style-type: none"> structures and organises writing with a beginning, middle and end across a range of text types uses texts similar to those that they are planning to write, to understand and learn from its structure assesses the effectiveness of own and others' writing Selects words for effect including appropriate topic words Uses own reading and models to support organisation of NF writing | <ul style="list-style-type: none"> Make considered word choices based on purpose and audience. |
| Composition (Fiction) | <ul style="list-style-type: none"> Writes simple, coherent narratives about personal experiences and those of others (Fictional) | <ul style="list-style-type: none"> Structures and organises writing with a beginning, middle and end across a range of text types Begins to build paragraphs around changes in time and place | <ul style="list-style-type: none"> Builds paragraphs around changes in time and place Develop settings by selecting descriptive words for effect Develop characters through vocabulary and dialogue Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere | <ul style="list-style-type: none"> Make considered word choices based on purpose and audience. |
| Punctuation | <ul style="list-style-type: none"> Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required Uses capital letters for proper nouns accurately Uses apostrophes to for contraction Uses apostrophes for singular possession Accurately uses commas in a list | <ul style="list-style-type: none"> Begins to use apostrophe for plural possession Begins to use inverted commas to punctuate direct speech | <ul style="list-style-type: none"> Use apostrophes for singular & plural possession mostly independently Punctuate direct speech with few errors Use ! and ? to mark exclamations and questions Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns Use commas to mark fronted subordinate clause | <ul style="list-style-type: none"> Limit the use of dialogue to ensure effectiveness, using inverted commas correctly. Independently and accurately use full range of punctuation taught so far. |
| Grammar | <ul style="list-style-type: none"> Uses present and past tense mostly correctly and consistently Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations Uses expanded noun phrases, adjectives and adverbs for description and specification | <ul style="list-style-type: none"> Uses a wide range of conjunctions to join sentences and develop ideas Understands and uses main clauses Begins to understand and use subordinate clauses selects words for effect to support purpose and engage readers' interests Consistently use expanded noun phrases Uses a/an accurately | <ul style="list-style-type: none"> Understand and use subordinate clauses and recognise subordinating conjunctions Recognises and uses adverbs to express time e.g. then, next, soon, after Uses prepositions to indicate time, place and cause e.g. before, after, during Use the present perfect form of verbs instead of the simple past | <ul style="list-style-type: none"> Use determiners 'a' 'an' and 'the' appropriately. Use a wide range of co-ordinating and subordinating conjunctions. |
| Transcription | <ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spells many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Uses spacing between words that reflects the size of the letters. | <ul style="list-style-type: none"> Uses headings and sub-headings to aid presentation Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un joined Begins to use a dictionary to check spellings | <ul style="list-style-type: none"> Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left un joined Begins to use a dictionary to check spellings Spells some Y3/4 words correct | <ul style="list-style-type: none"> Proofread for spellings and writing errors with more independence. |



English Long-Term Plan: Year 3 Cycle A



| | Autumn | Spring | Summer |
|---------------------|---|---|---|
| Rich Texts | <ul style="list-style-type: none"> • The Iron Man • The Lion, The Witch and the Wardrobe | <ul style="list-style-type: none"> • Witches • Wizards of Once | <ul style="list-style-type: none"> • Firework Maker's Daughter • The Butterfly Lion |
| Fiction Writing | <ul style="list-style-type: none"> • Description • Narrative • Spooky Writing • Poetry – tetractys | <ul style="list-style-type: none"> • Description • Narrative | <ul style="list-style-type: none"> • Description • Narrative • Poetry – free verse |
| Non-Fiction Writing | <ul style="list-style-type: none"> • Letter • Persuasive Advert | <ul style="list-style-type: none"> • Newspaper Report • Persuasive Letter | <ul style="list-style-type: none"> • Information Text • Biography • Recount |
| Punctuation | <ul style="list-style-type: none"> • Question marks • Exclamation marks • Commas in a list • Apostrophe for singular possession • capital letters for proper nouns (consolidation) • capital letters and full stops (consolidation) | <ul style="list-style-type: none"> • Exclamation marks • Punctuate direct speech • Apostrophe for plural possession • Capital letters and full stops | <ul style="list-style-type: none"> • Use apostrophes for plural possession • Punctuate direct speech • commas to mark fronted subordinate clauses • Paragraphs |
| Grammar | <ul style="list-style-type: none"> • Co-ordinating/subordinating conjunctions • Past/present tense • Singular and plural • Consolidation of nouns, adjectives, verbs and adverbs • Adverbs • Noun phrases | <ul style="list-style-type: none"> • Main clauses • Pronouns • Subordinate clauses & conjunctions • Expanded noun phrases • Present perfect • Adverbs, prepositions & conjunctions to express time, place & cause | <ul style="list-style-type: none"> • Subordinate clauses • Subordinating conjunctions • Expand noun phrases with adjectives and prepositional phrases • Present Perfect |