

Transcription

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Child's speak target: <i>I use some prefixes and suffixes and understand how to use them in my writing.</i> Use some prefixes and suffixes and understand how to add them (English Appendix 1). GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).	With support pupil can spell words with prefixes without any other associated changes in spelling.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling.
Child's speak target: <i>I can spell some homophones. Spell some homophones.</i> GD objective: Spell some homophones confidently, using them in context in their work.	With support, pupil can distinguish between and sometimes correctly spell further homophones and near-homophones.	Pupil can usually distinguish between and correctly spell further homophones and near-homophones: e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.	Pupil can consistently and confidently distinguish between, and almost always correctly spell, further homophones and near-homophones.
Child's speak target: <i>I am able to spell some words that are often misspelt.</i> Spell some words that are often misspelt (English Appendix 1). GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.	Pupil is able to identify, when prompted, their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64.	Pupil is able to identify their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64 and is beginning to be able to use one or two taught strategies to reduce misspellings: e.g. sounding out Wed-nes-day, having a frequently updated, laminated, personalised word mat with own most common errors.	Pupil can consistently and confidently correctly spell words where the letters do not match the sound.
Child's speak target: <i>I know how to use the possessive apostrophe in some plurals.</i> Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. GD objective: Beginning to place the possessive apostrophe accurately in words with regular plurals	With support pupil can place the possessive apostrophe accurately in words with regular plurals.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

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[for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.			
Child's speak target: <i>When using a dictionary, I am able to use the first two letters of a word to check its meaning.</i> Use the first two letters of a word to check its spelling in a dictionary. GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter.	Pupil can usually navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter: e.g. able to divide the dictionary into thirds or quarters to begin the search.	Pupil can consistently and confidently navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter or beyond.
Child's speak target: <i>I can write simple sentences that have been read to me, using the correct punctuation.</i> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. GD objective: Write accurately from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	With support, pupil can accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far.	Pupil can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library.	<i>Pupil can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.</i>

Handwriting

Child's speak target: <i>I am beginning to join my letters when writing.</i> Beginning to 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. GD objective: Beginning to use the diagonal and horizontal strokes more fluently that are needed to	With support pupil can sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed house style.	Pupil can usually sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in accordance with the school's agreed house style.	Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style.
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join letters and understand which letters, when adjacent to one another, are best left unjoined in longer pieces of writing.			
Child's speak target: <i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i> Beginning to 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]. GD objective: Beginning to 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] over sustained pieces of writing.	Pupil's writing can usually be read without mediation but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process.	Pupil's writing can be read, is usually consistent and beginning to be pleasing in appearance.	Pupil's writing can be easily read, is almost always consistent and pleasing in appearance.

Composition			
Child's speak target: <i>I plan my writing by looking at similar texts written before.</i> Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ↳ GD objective: Plan their writing by beginning to discuss and evaluate writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	With support, pupil can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.
Child's speak target: <i>I am able to make notes about what I will write about.</i> Plan their writing by beginning to discuss and record ideas. ↳ GD objective: Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.	With support, pupil can work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: e.g. using a spidergram, flowchart or timeline.	Pupil can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.
Child's speak target: <i>I use different sentence structures and some better vocabulary in my writing.</i> Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	With support pupil can compose and speak a whole sentence.	Pupil can usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.	Pupil can consistently and confidently compose and speak a whole sentence.

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Child's speak target: <i>I can draft my work into short paragraphs</i> Draft and write by organising simple paragraphs around a theme. ↳ GD objective: Draft and write by confidently organising structured, simple paragraphs around a theme across a range of styles.	With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.	Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. Bees live together in big groups.. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.
Child's speak target:<i>I can organise my writing using settings, characters and plot.</i> Draft and write by creating simple settings, characters and a basic plot in narratives. GD objective: Draft and write by automomously creating simple settings, characters and a basic plot in narratives.	Pupil can, with support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.	Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.
Child's speak target: <i>I can organise my writing by using headings.</i> Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by beginning to automomously use simple organisational devices in non-narrative material [for example: headings and sub-headings] across a range of styles.	Pupil can, with support, organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.	Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Pupil can consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.
Child's speak target: <i>I can edit my own work to add some improvements to the texts.</i> Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. GD objective: Evaluate and edit by beginning to analyse and evaluate the	Pupil can, with support, sometimes read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and previous teaching for alteration and improvement.	Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement: e.g. You are writing about a different bit here so it needs to be a new paragraph.	Pupil can consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.

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effectiveness of their own and others' writing and suggesting improvements.			
Child's speak target: <i>I can edit written work to improve the use of vocabulary.</i> Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. GD objective: Evaluate and edit by beginning to propose effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences independently	Pupil can, with support, identify possible improvements in grammar and vocabulary to their own and others' writing.	Pupil can usually identify possible improvements in grammar and vocabulary to their own and others' writing: e.g. I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'my favourite delicious foods' and give some examples like 'sausage rolls and fairy cakes.'	Pupil can consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.
Child's speak target: <i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i> Proof-read for some spelling and punctuation errors. GD objective: As part of their own routine, proof-read for some spelling and punctuation errors.	With support, pupil can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'.	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
Child's speak target: <i>I can read my writing out to an audience in a clear manner.</i> Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. ↳ GD objective: Read aloud their own writing to a range of audiences using increasing	Pupil can, with support, read their writing aloud with some expression, loudly and clearly enough to be heard by all.	Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.	Pupil can consistently and confidently read their writing aloud with expression, loudly and clearly enough to be heard and understood by all, gaining and monitoring the attention of their audience.

intonation and control of tone and volume so that the meaning is distinct and clear.			
Vocabulary Grammar Punctuation			
Child's speak target: <i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i> Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by independently using an increasing range of appropriate conjunctions.	With support, pupil can write an increasing range of sentences with more than one clause, using the conjunctions taught so far.	Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing: e.g. We still went on our class trip to the water park although it was raining when we set out.	Pupil can consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and spontaneously applying the new learning across a range of independent writing.
Child's speak target: <i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i> Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using the present perfect form of verbs in contrast to the past tense.	Pupil can write using the appropriate tense for the task.	Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.

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Child's speak target: <i>I can use the grammar rules set out in my grammar list.</i> Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. GD objective: Independently apply and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	With support, pupil can sometimes identify key organisational and language features of a shared text working with a partner, small group or the whole class.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.
Child's speak target: <i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i> Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by confidently using conjunctions, adverbs and prepositions to accurately express time and cause in a range of contexts.	With support, pupil is beginning to use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.	Pupil can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.
Child's speak target: <i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i> Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] GD objective: Use and apply grammatical terminology for Year 3 understanding the formation of nouns using and applying a range of prefixes [for example super-, anti-, auto-] in a range of contexts.	With support pupil can use a range of prefixes to generate new nouns: e.g. superhero, antibullying and sometimes use them appropriately in their independent writing.	Pupil can usually use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.	Pupil can consistently and confidently use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.
Child's speak target: <i>I know when to use 'a' or 'an' depending on what the next word begins with.</i> Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. an apple, an orange and a banana.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and consistently and confidently makes the right choice in independent writing.

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begins with a consonant or a vowel [for example, a rock, an open box]. GD objective: Use and apply grammatical terminology for Year 3 understanding the use of the forms a or an confidently according to whether the next word begins with a consonant or a vowel [for example: a rock, an open box].			
Child's speak target: <i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i> Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. GD objective: Use and apply grammatical terminology for Year 3 understanding word families based on common words, confidently showing how words are related in form and meaning [for example: solve, solution, solver, dissolve, insoluble].	With support, pupil can recognise related words from the same word family and sometimes deduces the meaning of related words correctly.	Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.	Pupil quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly.
Child's speak target: <i>I group ideas I write about into paragraphs.</i> Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material. GD objective: Use and apply grammatical terminology for Year 3 understanding and using paragraphs as a way to group related material; explaining the need to start a new paragraph.	With support, pupil can sometimes organise material into logical chunks and write a series of linked sentences for each.	Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. Bees live together in big groups.. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.
Child's speak target: <i>I use headings and sub-headings to structure and present my work.</i> Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation. GD objective: Use and apply grammatical terminology for Year 3 independently using headings and sub-headings to aid presentation in a range of contexts.	Pupil can, with support, organise their material into logical chunks and write a main heading for the text and subheadings for each chunk.	Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Pupil can consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.

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Child's speak target: <i>I know that inverted commas are used to open and close what someone is saying in a text.</i> Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. GD objective: Use and apply grammatical terminology for Year 3 confidently and mostly accurately using inverted commas to punctuate direct speech.	Pupil is beginning to use inverted commas to punctuate direct speech, though there is some confusion about precisely which words need to be enclosed.	Pupil is using inverted commas confidently and consistently to punctuate direct speech.	Pupil is using inverted commas confidently and consistently to punctuate direct speech and is beginning to use other punctuation connected with inverted commas appropriately: e.g. The conductor shouted, 'Sit down!'
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