

# Fishponds Academy – English Writing Milestones



<p><b>Year 3 Agreed non-negotiables:</b></p>	<ul style="list-style-type: none"> <li>• Form letters correctly and use legible, joining handwriting.</li> <li>• Capital letters for starts of sentences and proper nouns</li> <li>• Full stops, question marks and exclamation marks</li> <li>• Spell Yr2 and Yr3 words correctly</li> </ul>	
<p><b>On-going Assessed Skills:</b></p> <ul style="list-style-type: none"> <li>• I can write for a range of purposes and audiences based on personal experiences and high-quality texts.</li> <li>• I can use a dictionary.</li> <li>• I can evaluate my writing and make improvements.</li> <li>• I can proof-read and edit my writing.</li> <li>• I can read my writing aloud using the correct intonation.</li> <li>• I can spell many words from the year 3 spelling list.</li> <li>• I can use legible, joined writing consistently.</li> </ul>		
<p><b>Prior Learning</b></p>	<p><b>Term 1 Milestones</b></p> <p><b>T1 – Roman myths</b>  <b>Character description, speech and re-tell section</b></p>	<p><b>Examples from AREs</b></p>
<p style="text-align: center;"><u>Malala’s Magic Pencil (Covid Recovery) – Yr2 revision:</u>          Simple and progressive past and present tense, Standard English, plural and singular, adding suffixes -ed and -ing, simple sentences – subject and verb, capital letters, full stops and question marks.</p>		
<p>GD3 – apostrophes for contractions</p>	<ul style="list-style-type: none"> <li>• <b>Demarcate direct speech with inverted commas (speech marks)</b></li> <li>• <b>Use apostrophes for contractions and singular possession</b></li> </ul>	
<p>Use noun phrases to describe.          Use simple pronouns.</p>	<ul style="list-style-type: none"> <li>• <b>Use expanded noun phrases (Y2)</b></li> <li>• <b>Use nouns and pronouns to aid cohesion within sentences</b></li> </ul>	<p>Tom ran...he felt...the lad was exhausted...</p>
<p><b>Prior Learning</b></p>	<p><b>Term 2 Milestones</b></p> <p><b>T2 – The Tin Forest</b>  <b>Instructions, setting description and alternative ending</b>  <b>+ Information text for Romans</b></p>	<p><b>Examples from AREs</b></p>
<p>I can use subordinating conjunctions (when)</p>	<ul style="list-style-type: none"> <li>• <b>Use a range of adverbs, conjunctions and prepositions for time</b></li> <li>• <b>Use a range of adverbs, conjunctions and prepositions for place</b></li> </ul>	<p>later, next, soon, after, before</p> <p>under, above, along, on, between, across</p>

Use coordinating conjunctions (and/but/or/yet/so). Use a variety of simple, compound and complex sentences.	<ul style="list-style-type: none"> <li>Use a range of coordinating <del>and subordinating</del> connectives accurately to form a variety of compound <del>and complex</del> sentences</li> </ul>	but, so, yet, although, while, as, because
Use noun phrases to describe. GD1- use commas in lists.	<ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use commas in lists</li> </ul>	
	<ul style="list-style-type: none"> <li>Use paragraphs to group related ideas (Information text for Romans)</li> </ul>	
<b>Prior Learning</b>	<p style="text-align: center;"><b>Term 3 Milestones</b></p> <p><b>T3 – Escape from Pompeii</b> Speech, letter writing, setting description – before and after eruptions, poetry</p>	<b>Examples from AREs</b>
Use subordinating conjunctions (when/if/that/because).  Use a variety of simple, compound and complex sentences.	<ul style="list-style-type: none"> <li>Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences (FOCUS - subordinating for time and cause)</li> <li>Recap – prepositions for place</li> </ul>	but, so, yet, although, while, as, because  as, because, so, which
GD3 – apostrophes for contractions	<ul style="list-style-type: none"> <li>Demarcate direct speech with inverted commas (speech marks)</li> <li>Use a or an correctly</li> <li>Use apostrophes for contractions</li> </ul>	•
Use noun phrases to describe.	<ul style="list-style-type: none"> <li>Use figurative language</li> </ul>	- similes (He was <u>like an angry dragon</u> .) - alliteration (the <u>deadly dragon</u> let out a <u>flurry</u> of <u>ferocious flames</u> .)
<b>Prior Learning</b>	<p style="text-align: center;"><b>Term 4 Milestones</b></p> <p><b>T4 – Farther</b> Police report, alter story and re-tell</p>	<b>Examples from AREs</b>
I can add -er, -ed, -ing, -est to words where a change to the root word is needed.	<ul style="list-style-type: none"> <li>Use present perfect form of verbs (police report)</li> </ul>	He <b>had left</b> that morning... She <b>has baked</b> cakes for years... They <b>have moved</b> to France.
I can use coordinating conjunctions (and/but/or/yet/so). Use subordinating conjunctions (when/if/that/because).	<ul style="list-style-type: none"> <li>Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</li> </ul>	but, so, yet, although, while, as, because

Use a variety of simple, compound and complex sentences.		
Use subordinating conjunctions (when/if/that/because).  Use coordinating conjunctions (and/but/or/yet/so).	<ul style="list-style-type: none"> <li>• Use a range of adverbs, conjunctions and prepositions for time</li> <li>• Use a range of adverbs, conjunctions and prepositions for place</li> <li>• Use a range of adverbs, conjunctions and prepositions for cause</li> </ul>	later, next, soon, after, before under, above, along, on, between, across as, because, so, which
Write at length. Write for a range of purposes and audiences.	<ul style="list-style-type: none"> <li>• Create plots with a clear opening, build up, dilemma, resolution, ending</li> </ul>	
<b>Prior Learning</b>	<b>Term 5 Milestones</b>	<b>Examples from AREs</b>
	<b>T5 – Charlie and the Chocolate Factory</b>	
	<b>Newspaper report, persuade someone to go to the factory, poetry</b>	
Use simple pronouns.	<ul style="list-style-type: none"> <li>• Use nouns and pronouns to aid cohesion within sentences</li> </ul>	Tom ran...he felt...the lad was exhausted...
	<ul style="list-style-type: none"> <li>• Demarcate direct speech with inverted commas (speech marks)</li> </ul>	
Use noun phrases to describe.	<ul style="list-style-type: none"> <li>• Use figurative language</li> </ul>	e.g. - similes (He was like an angry dragon.) - alliteration (the deadly dragon let out a flurry of ferocious flames.)
Write statement sentences. Write questions using question marks accurately. Write commands. Write exclamations.	<ul style="list-style-type: none"> <li>• Commands, questions, statements and exclamations (persuasive writing and poetry).</li> </ul>	
<b>Prior Learning</b>	<b>Term 6 Milestones</b>	<b>Examples from AREs</b>
	<b>All of above, consolidation and ARE gap addressing from Term 5 assessment.</b>	
	<b>Some children may begin to look at some of the Integra GD statements.</b>	

**T1 – character description, speech and re-tell section**

**T2 – Instructions, setting description and alternative ending and information text for Romans**

**T3 – Speech, letter writing, setting description – before and after eruptions, poetry**

**T4 – Farther – police report, alter story and re-tell**

**T5 - Newspaper report, persuade someone to go to the factory, poetry**