



**Progression Framework**

**English**

**Year**

**Three**

# Progression Framework

## Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following ‘dimensions’:
  - Word reading
  - Comprehension
- Writing, which is then presented in the following ‘dimensions’:
  - Transcription (spelling and handwriting)
  - Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

- Year 1
- Year 2
- Year 4 (includes learning in Year 3)
- Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the ‘What to look for’ guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

# Progression Framework for English, Year Three

## Domain: Reading<sup>1</sup>

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word Reading	a) Word Reading - Decoding	<b>3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</b>	Y	Pupil can sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet.	Pupil can read applying their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words: <i>e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness.</i>	Pupil can read aloud accurately and make sense of new words with confidence.
		<b>3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b>	Y	Pupil can read some exception words with support.	Pupil can read further exception words with unusual correspondences between spelling and sound: <i>e.g. calendar, grammar, guide, heart, naughty, strength.</i>	Pupil can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.

<sup>1</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

## Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension <sup>2</sup>	a) Range of Reading	<b>3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</b>	Y	Pupil can listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.	Pupil can listen to a wide range of fiction and nonfiction including unfamiliar texts and whole books.

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		3.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	N	Pupil can read a range of books that are structured in different ways and for a range of purposes.	Pupil can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. <i>reference books for information, novels and poetry for pleasure.</i>	Pupil can confidently read a range of books for a range of purposes.
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**2 Note for references to 'age-appropriate' texts:** The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	b) Familiarity with Texts	3.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	N	Pupil can, with support, recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.	Pupil can independently demonstrate their familiarity with a wide range of ageappropriate books retelling some of these orally.	Pupil can confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.
		3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in a wide range of writing</b>	Y	Pupil can, with support, recognise and discuss some key themes and conventions in a range of age-appropriate books.	Pupil can identify and discuss themes and conventions in a wide range of age-appropriate books: e.g. <i>triumph of good over evil or the use of magical devices in fairy stories and folk tales.</i> In non-fiction, pupil can identify presentational devices e.g. <i>numbering and headings.</i>	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.

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	c) Poetry and Performance	3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	N	Pupil can, with support, read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.	Pupil can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts.	Pupil demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.
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### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	c) Poetry & Performance	3.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. <i>free verse, narrative poetry</i> )	N	Pupil can recognise, with support, some different forms of poetry.	Pupil can identify and name some different forms of poetry: e.g. <i>free verse, narrative poetry</i> .	Pupil can confidently identify and name some different forms of poetry and name them.
	d) Word Meanings	3.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	N	Pupil sometimes uses a dictionary to check the meaning of words they have read.	Pupil can usually use a dictionary independently to check the meaning of words they have read: e.g. <i>reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult</i> .	Pupil can routinely and efficiently use a dictionary to check the meaning of new words they encounter.

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	e) Understanding	3.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	N	Pupil can, with support, monitor reading of ageappropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.	Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: <i>e.g. foul (filthy) and foul in sport, foul play in crime.</i>	Pupil can almost always monitor reading of ageappropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.
		3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text	N	Pupil can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: <i>e.g. I wonder how Tom knew what the rules of all the games were?</i>	Pupil can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.

### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	e) Understanding	3.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these	N	Pupil can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.

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	f) Inference	3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Y	With support, pupil can draw straightforward inferences from their independent reading of age-appropriate texts and is beginning to explain thinking, returning to text to support opinions when prompted: e.g. <i>Tom is not very truthful because every time he agrees to stop fooling around he actually just carries on doing it.</i>	Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text: e.g. <i>Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour.</i>	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>The writer shows us Tom doing all the things children do when he is fooling around. He might mean it when he agrees to stop but I think he is just being a child really and doesn't know how to stop himself. Aunt Fidget Wonkham-Strong says it looks like playing to her so there's no way she can stop him because playing is what children do.</i>
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# Progression Framework for English, Year Three

## Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	g) Prediction	3.2.g.1 Understand what they read, in books they can read independently, by: <b>predicting what might happen from details stated and implied</b>	Y	Pupil can sometimes read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. I think Tom will go on fooling around because nothing has stopped him so far.	Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. <i>Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games.</i>	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader. e.g. <i>The author writes that Captain Najork's hired sportsmen snigger when they unpack the games equipment so I think they are sure they will beat Tom but they are in for a shock!</i>
	h) Authorial Intent	3.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination	N	Pupil can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why: e.g. <i>I like the silly names Hoban gives his characters because they are funny.</i>	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. <i>I love the names of the games they play like womble and sneedball, it makes me want to join in.</i>	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why: e.g. <i>I really like all the verbs in the games like raking, poling, shovelling and barrelling, because the reader has to imagine what the games look like and those words help because we know what those things look like when people use them.</i>



# Progression Framework for English, Year Three

## Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	h) Authorial Intent	3.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning	N	Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text: <i>e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in nonfiction texts and uses them to extract more meaning.</i>	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.
	i) Non Fiction	<b>3.2.i.1 Retrieve and record information from non-fiction</b>	Y	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.	Pupil can usually identify questions to be answered beforehand and use the specific features of ageappropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: <i>e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</i>	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.

# Progression Framework for English, Year Three

## Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	j) Discussing Reading	3.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	N	Pupil can, with support, discuss their reading of ageappropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. <i>takes part in whole-class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.</i>	Pupil can almost always discuss their reading of ageappropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).

# Progression Framework for English, Year Three

## Domain: Writing<sup>3, 4</sup>

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic and Whole Word Spelling	3.1.a.1 Spell further homophones	N	With support, pupil can distinguish between and sometimes correctly spell further homophones and nearhomophones.	Pupil can usually distinguish between and correctly spell further homophones and nearhomophones: e.g. <i>pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.</i>	Pupil can consistently and confidently distinguish between, and almost always correctly spell, further homophones and nearhomophones.
		3.1.a.2 Spell words that are often misspelt (English Appendix 1)	N	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. <i>sounding out Wednesday, having a frequently updated, laminated, personalised word mat with own most common errors.</i>	Pupil can consistently and confidently correctly spell words where the letters do not match the sound.
	b) Other Word Building Spelling	3.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys'</i> and in words with irregular plurals: e.g. <i>children's</i>	N	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. <i>girls', boys' animals'</i> and in words with irregular plurals: e.g. <i>women's, men's, sheep's.</i>	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

<sup>3</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

<sup>4</sup> Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64, 66–67):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	b) Other Word Building Spelling	3.1.b.2 Use further prefixes and understand how to add them (English Appendix 1)	N	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. <i>disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.</i>	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling.
		3.1.b.3 Use further suffixes and understand how to add them (English Appendix 1)	N	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable (see Appendix 1 p 49).	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. <i>opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.</i>	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word.
		3.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary	N	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. <i>able to divide the dictionary into thirds or quarters to begin the search.</i>	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.
	c) Transcription	3.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	N	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. <i>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.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	d) Handwriting	3.1.d.1 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	N	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.
		3.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. <i>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</i>	N	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.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	a) Contexts for Writing	3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar	N	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. <i>headings, subheadings, paragraphs, conjunctions, fronted adverbials.</i>	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.
	b) Planning and Drafting Writing	3.2.b.1 Plan their writing by: discussing and recording ideas	N	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. <i>using a spidergram, flowchart or timeline.</i>	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.
		3.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	N	With support pupil can compose and speak a whole sentence.	Pupil can usually compose and speak a whole sentence: e.g. <i>for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.</i>	Pupil can consistently and confidently compose and speak a whole sentence.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	b) Planning and Drafting Writing	3.2.b.3 Draft and write by: <b>organising paragraphs around a theme</b>	Y	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. <i>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.</i> 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.
		3.2.b.4 Draft and write by: <b>in narratives, creating settings, characters and plot</b>	Y	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.
		3.2.b.5 Draft and write by: <b>in non-narrative material, using simple organisational devices: e.g. headings and subheadings</b>	Y	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.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing <sup>5</sup>	3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	N	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. <i>You are writing about a different bit here so it needs to be a new paragraph.</i>	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.
		3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	N	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>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.'</i>	Pupil can consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.

<sup>5</sup> The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.



# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing	<b>3.2.c.3 Proof-read for spelling and punctuation errors</b>	Y	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. <i>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'.</i>	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.
	d) Performing Writing	3.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	N	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.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	a) Vocabulary	3.3.a.1 Form nouns using prefixes (super-, anti-)	N	With support pupil can use a range of prefixes to generate new nouns: e.g. <i>superhero, antibullying and sometimes use them appropriately in their independent writing.</i>	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.
		3.3.a.2 Word families based on common words (solve, solution, dissolve, insoluble)	N	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. <i>recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.</i>	Pupil quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	3.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	N	With support, pupil can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. <i>When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.</i>	After teacher modelling, pupil can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.
		3.3.b.2 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	N	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. <i>We still went on our class trip to the water park although it was raining when we set out.</i>	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.
		3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause	N	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. <i>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.</i>	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.

# Progression Framework for English, Year Three

## Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	3.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: <b>using the present perfect form of verbs in contrast to the past tense</b>	Y	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>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.
		3.3.b.5 Use the correct form of 'a' or 'an'	Y	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. <i>an apple, an orange and a banana.</i>	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.
3) Writing – vocabulary, grammar and punctuation	c) Punctuation <sup>6</sup>	3.3.c.1 <b>Inverted commas to punctuate direct speech</b>	Y	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. <i>The conductor shouted, 'Sit down!'</i>

<sup>6</sup> Remember to include all the elements taught in previous years in your expectations and assessment

**Progression  
Framework for  
English, Year  
Three**