

Year Three Progression Document 2024-25

GPS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> ● Use and apply nouns and pronouns for clarity <small>27.9.24, 3&4.10.24</small> ● Use the first two or three letters of a word to check its spelling in a dictionary <small>WB 16.9.24 Guided Reading; WB 23.9.24 Guided Reading & English (24.9.24)</small> ● Use and apply vowels and consonents ● Suffix 'LY' 	<ul style="list-style-type: none"> ● Use and apply adjectives <small>Wk 24.09.24 Wk 1.10.24</small> ● Use and apply the article 'A' or 'An' ● Prefixes 'Super' 'Anti' 'Auto' ● Use verbs in the correct tense, past, present & future. ● Use and apply apostrophes ● Edit and evaluate writing 	<ul style="list-style-type: none"> ● Use and apply verbs ● Compound nouns ● Prefixes 'DIS' 'MIS' and 'UN' ● Use and apply subordinating conjunctions ● Use and apply inverted commas 	<ul style="list-style-type: none"> ● Use and apply adverbs of place and time ● Prefix 'IN' ● Suffix 'ATION' ● Use and apply coordinating conjunctions ● Use organisational devices such as sub heading and headings ● Edit and evaluate writing 	<ul style="list-style-type: none"> ● Use and apply prepositions ● Prefixes 'RE' 'SUB' 'INTER' ● Use and apply time conjunctions ● Use and apply paragraphs ● Use and apply homophones 	<ul style="list-style-type: none"> ● Use and apply homophones ● Suffix 'OUS' ● Use and apply spelling word families ● Use and apply place and cause conjunctions ● Edit and evaluate writing

Year Three Progression Document 2024-25

- **Write in the past tense**

Grammar lesson 4.10.24

English lesson

2.10./3.10

- **Use subordinate clauses**

Year Three Progression Document 2024-25

Composition and Writing

- I can discuss writing that is similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- I can discuss and record ideas
- I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see English Appendix 2)
- I can organise paragraphs around a theme
- In narratives, I can create settings, characters and plot
- In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings]
- I can assess the effectiveness of my own and others' writing and suggest improvements
- I can suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- I proofread my work for spelling and punctuation errors
- I read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year Three Progression Document 2024-25

Reading

9

- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can use non-fiction books understanding how they are structured and can use them to support my learning
- I can use a dictionary to check the meaning of words that I am unsure of
- I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally
- I can identify themes e.g. The triumph of good over evil, and conventions e.g. The greeting in letters, in a wide range of books
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- I can recognise some different forms of poetry [for example, free verse, narrative poetry]
- When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in context
- I ask questions to improve my understanding of a text
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence
- I can predict what might happen from details stated and implied
- I can identify main ideas drawn from more than 1 paragraph and I am able to summarise these
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate information
- I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say

Year Three Progression Document 2024-25

Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication