
























English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 3

AUTUMN Term



Reading		Term 1	Term 2														
		<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p> <p>Dear Greenpeace (Writing Focus) Joy (Writing Focus) Giraffes Can't Dance (Class Read) Women in History (Class Read)</p>	<p>Alice in Wonderland (Writing Focus) The True Story of the Three Little Pigs (Writing Focus) History Hackers – The Victorians (Class Read)</p>														
		<p>Guided Reading Skills Foci: <i>Bronze Silver Gold</i></p>															
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What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p> <p>I can predict what might happen in a story.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can explore some straightforward underlying themes and ideas.</p> <p>I can explain how and why main characters act in certain ways in a story.</p> <p>I can explore potential meaning of ambitious vocabulary read in context</p> </td> </tr> </table>		<p>VIPERS focus: inference and prediction (all skills revisited regularly to ensure revision of knowledge)</p>		<p>I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.</p> <p>I can identify where language is used to create mood, build tension or 'paint a picture'</p>		<p>I can apply my increasing knowledge of root words, prefixes and suffixes</p> <p>I can rephrase part of a text to give my answer.</p> <p>Prediction Questions: From the cover what do you think this text is going to be about? • What is happening now? 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		<p>21 Steps (National Curriculum)</p> <p>Step 10</p> <p>Word Reading I can read an increasing number of exception words. I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. I can apply my increasing knowledge of root words, prefixes and suffixes</p> <p>Comprehension I can summarise and explain the main points in a text. Begin to use knowledge of alphabet to locate information and meaning (dictionary/index)</p> <p>Themes and Conventions</p>															



		<p>I can briefly summarise the difference between a fiction and non-fiction text, giving examples. I can recognise some differences between different poems I can explore some straightforward underlying themes and ideas.</p> <p>Language for Effect I can identify where language is used to create mood, build tension or 'paint a picture'. I can explain the meaning of WOW words in context. I can explore potential meaning of ambitious vocabulary read in context.</p> <p>Making Inferences I can explain how and why main characters act in certain ways in a story. I can predict what might happen in a story.</p>													
Spelling Progression	Term 1 Focus on 2 sets of words, including a recap of common Year 2 rules. Additional Spelling interventions are in place for children who are not secure in their phonics and common exception words.							Term 2 Focus on 2 sets of words, including a recap of common Year 2 rules. Additional Spelling interventions are in place for children who are not secure in their phonics and common exception words.							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	/er/ sound spelt with 'o' after a 'w' word work working worm world worth worse worthy un = opposite load unload fair unfair lock unlock able unable	/or/ sound spelt with 'o' after a 'w' war warm towards warning award wardrobe swarm reward dis = negative appoint disappoint agree disagree obey disobey appear disappear	/lj/ sound spelt with 'g' gem giant magic giraffe imagine gentle charge village mis/in = negative behave misbehave spell misspell active inactive correct incorrect	/lj/ sound spelt with 'dge' badge edge bridge dodge fudge hedge fridge smudge im/ir/il = negative legal illegal possible impossible perfect imperfect regular irregular	'u' sound spelt with 'o' other mother brother nothing Monday done month above re = again sub sub = under fresh refresh apply reapply heading subheading marine submarine	Silent letters knock know gnaw gnat lamb thumb write wrap inter = between super = above national international city intercity woman superwoman market supermarket	Split diagraph with 'k' or 'c' quake spike flake spoke place race spice deduce anti = against auto = self clockwise anticlockwise social antisocial biography autobiography mobile automobile	The /s/ sound spelt 'c' race ice cell city lace space cinema fancy ly suffix add ly to root word complete completely usual usually final finally comical comically	/or/ sound is spelt 'a' before l and ll. always ball calling walk talk fall chalk alright ily suffix change the y into ily happy happily angry angrily easy easily clumsy clumsily	Le spelling table cable stable cradle little apple bottle bubble ly suffix change le to ly gentle gently simple simply wrinkle wrinkly terrible terribly	El spelling camel tunnel squirrel travel towel tinsel vowel channel ally suffix add ally to root word basic basically frantic frantically dramatic dramatically accident accidentally	Al spelling metal pedal capital hospital animal signal rival carnival tion sounds /sh/ inform information sense sensation prepare preparation admire admiration	Il spelling pencil fossil nostril pupil evil basil gerbil April sion sounds /z/ division invasion confusion decision collision television erosion comprehension		
Spelling – 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)	Step 10 - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words														
Writing	Term 1							Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Genre/Composition	All about me (Non- Fiction)	Plastic Pollution Letter Writing (Non Fiction) News Reports (Non Fiction)			Story Writing based on Joy (Fiction)			Alice in Wonderland Summary Instruction Writing Playscript				True Story of the 3 Little Pigs (Narrative)			

<p>Genre specific coverage</p>	<p>Paragraphs Ordering events Adjectives Adverbs Headings Editing</p>	<p>Features of a letter Pronouns Formal Language Question Marks Paragraphs Prepositions Speaking and Listening (See additional 21 steps) Editing</p>	<p>Paragraphs Sentence Openers Pronouns to avoid repetition Adjectives Adverbs Prepositions Editing</p>	<p>Features of Instructions Imperative Verbs Prepositions Adjectives Adverbs Pronouns to avoid repetition Sentence Starters Paragraphs Conjunctions</p>	<p>Paragraphs Conjunctions Adverbs Adjectives Sentence Starters Speech Marks Commas in a List</p>
<p>Writing: (Including EGPS) 21 Steps (National Curriculum)</p>	<p>Step 10</p> <p>Composition (Working towards step 12)</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of nonnarrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> - I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am beginning to identify and understand the main clause in a sentence. - I understand the term paragraph as a way of grouping related material. - I understand what a noun or pronoun is and am beginning to use these in my writing. - I understand that bossy verbs are known as imperative verbs. - I understand the term preposition in relation to position. - I can develop the range of time and linking words used to start sentences. - I can classify adjectives. - I can develop my use of adverbs. - I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel. <p>Punctuation</p> <ul style="list-style-type: none"> - I can confidently use capital letters and full stops to demarcate a sentence. - I am developing confidence in using inverted commas in direct speech. - I am confidently using commas in a list. 				



English Coverage
Year 3
SPRING Term



Reading		Term 3	Term 4
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>		Flat Stanley Framed in France (Class Read) Holiday Brochures (Writing Focus) Non-Fiction book about Europe (TBC)	Stone Age Boy (Writing Focus) How to Wash a Woolly Mammoth (Writing Focus) The Firework Maker's Daughter (Class Read)
Guided Reading Skills Foci: <i>Bronze Silver Gold</i>		 <p>VIPERS focus: Explain and Retrieval (all skills revisited regularly to ensure revision of knowledge)</p> <p>- I can read an increasing number of exception words.</p> <p>I am beginning to identify the differences between a wider range of non-fiction text types</p> <p>I can recognise presentation devices e.g. numbering and headings in instructions</p> <p>I can quote directly from the text to support thoughts and discussions. I can use some appropriate vocabulary to describe different poems I can explain how and why main characters act in certain ways in a story, using evidence from the text.</p> <p>Explain Questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?</p> <p>I can explain the main points in a text. I can clarify the meanings of ambitious words and/or phrases in context. I can discuss how the words make me feel</p>	 <p>VIPERS focus: summarise and inference (all skills revisited regularly to ensure revision of knowledge)</p> <p>- I can read aloud with expression and intonation taking into account punctuation. I can identify the differences between a wider range of non-fiction text types</p> <p>- I can apply my increasing knowledge of root words, prefixes and suffixes I can increasingly use knowledge of alphabet to locate information and meaning</p> <p>I can summarise the main points in a text. Summarise Questions Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?</p> <p>When prompted, I can justify and elaborate on opinions and predictions - I can comment on author's choice of language to create mood and build tension. I can explore potential meanings of WOW words read in context.</p>
21 Steps (National Curriculum)		<p>Step 11</p> <p>Word Reading - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes</p> <p>Comprehension - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning</p> <p>Themes and Conventions - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. - I can recognise presentation devices e.g. numbering and headings in instructions</p>	











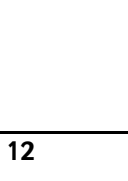

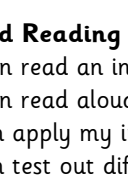

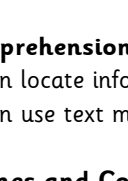
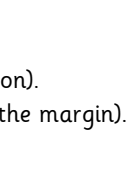




		<ul style="list-style-type: none"> - I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. <p>Language for Effect</p> <ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel <p>Making Inference</p> <ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions 									
Phonics – Letters and Sounds Progression	Term 3						Term 4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5 + 2 Days
	Change 'y' to 'ies' to make plurals (more than one) baby babies copy copies reply replies fairy fairies ous spellings jealous various curious poisonous dangerous famous tremendous enormous	The y is changed to i before –ed, –er and –est happy happier happiest copy copied copier cried replied cian spellings music musician electric electrician magic magician optic optician	Double the consonant before adding -ing pat patting hum humming drop dropping run running tion words inject injection invent invention act action direct direction	Double the consonant before adding -ed drag dragged flap flapped clap clapped plan planned /k/ sound spelt ch scheme chorus chemist echo character chaos anchor stomach	ey spelling at the end of the word makes an /ee/ sound key donkey monkey chimney alley valley turkey journey sh/ sound spelt ch chef chalet machine brochure parachute champagne chute	sure and ture at the end of words measure treasure pleasure closure picture creature feature fracture Words with the /s/ sound spelt sc science scene scenery fascinate crescent scent muscle scissors	Contractions couldn't wouldn't shouldn't could've would've can't won't wasn't haven't /i/ sound spelt /y/ myth mythical gym Egypt Pyramid mystery system symbol	The possessive apostrophe (singular nouns) child's group's girl's boy's man's woman's teacher's pupil's The possessive apostrophe (plural nouns) ladies' hats girls' bags foxes' tails babies' coats children's lunches women's scarves men's pens mice's cheese	/j/ sound spelt /dge/ badge edge hedge fridge bridge dodge smudge fudge /u/ sound spelt ou young touch double trouble country enough cousin rough	Homophones there their they're, here hear quite quiet, night knight berry bury brake break peace piece weather whether	Homophones see sea one won to too two blue blew fair fare grate great groan grown heel heal he'll
Spelling– 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)	Step 11 <ul style="list-style-type: none"> - I can use the first two or three letters of word to check its spelling in a dictionary. - I am using an increasing range of strategies to help me learn new words - I am able to practice new spellings and check whether I have written them correctly 										
Writing	Term 3						Term 4				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5 (+ 2 Days)
Genre/composition	Holiday Brochure (Non Fiction)			Non- Chronological Report (Non Fiction)			Stone Age Boy (Narrative)				How to wash a woolly mammoth (Instructions)
Genre Specific Coverage	Paragraphs Features of a non-narrative text			Paragraphs Features of a non-narrative text			Paragraphs Sentence Openers				Features of Instructions Imperative Verbs

	Adjectives Adverbs Alliteration Prepositions Commas for a pause	Clause and Phrase Conjunctions Sentence Openers Commas for pause	Adjectives Adverbs Prepositions Speech Marks Conjunctions Prepositions	Prepositions Adjectives
Writing: (Including EGPS) 21 Steps	<p>Step 11</p> <p>Composition (Working towards step 12)</p> <ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of nonnarrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing and suggest improvements. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil. <p>Vocab and Grammar</p> <ul style="list-style-type: none"> - I can use a variety of conjunctions, adverbs and prepositions to express time and cause. - I am developing the use of the main clause in a sentence. - I can plan to use paragraphs to group related material. - I can identify regular and irregular verbs. - I understand the difference between a clause and a phrase. - I can use preposition to show position of objects in relation to one another. - I can use a variety of sentence openers to add interest. - I can use selected adjectives to create variety and add impact. <p>Punctuation</p> <ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. - I am beginning to use a comma to mark a pause in a complex sentence. 			



English Coverage
Year 3
SUMMER Term



Reading		Term 5		Term 6	
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>		<p>Series of Unfortunate Events – The Bad Beginning (Class Read) Newspaper Extracts (Writing Focus TBC) Poetry (Writing Focus TBC)</p>		<p>Escape to Pompeii (Writing Focus)</p>	
<p>Guided Reading Skills Foci: <i>Bronze Silver Gold</i></p>		 <p>VIPERS focus: inference (all skills revisited regularly to ensure revision of knowledge)</p>	 <p>VIPERS focus: Retrieval (all skills revisited regularly to ensure revision of knowledge)</p>		
		 <p>I can read an increasing number of exception words.</p>	 <p>I can apply my increasing knowledge of root words, prefixes and suffixes</p>		
		 <p>I can read aloud with intonation and expression, taking into account higher grade punctuation.</p>	 <p>I can test out different pronunciations of longer words</p>		
		 <p>I can identify differences between different fiction and non-fiction genres</p>	 <p>I can name different types of poems</p>		
		 <p>I can discuss the merits of different presentational devices in helping clarity of meaning</p>	 <p>I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p>		
		 <p>I can clarify the meaning of WOW words and/or phrases in context.</p>	 <p>I use my skimming and scanning skills to locate information.</p>		
		 <p>Inference focus questions: Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?</p>	 <p>Retrieval Focus Questions: • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?</p>		
		 <p>I can explore language features of some different text types (e.g. that the language of recount is different to the language of instructions).</p>	 <p>I can refer back to the text to support my answers.</p>		
		 <p>I can discuss the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p>	 <p>I can justify and elaborate on opinions and predictions with reference to the text</p>		
		 <p>I can sometimes bu with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.</p>	 <p>I can discuss why the author might have chosen these words/phrases</p>		
<p>21 Steps (National Curriculum)</p>		<p>Step 12</p> <p>Word Reading</p> <ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with intonation and expression, taking into account higher grade punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes - I can test out different pronunciations of longer words <p>Comprehension</p> <ul style="list-style-type: none"> - I can locate information by skimming (for a general impression and scanning (to locate specific information). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). <p>Themes and Conventions</p>			

		<ul style="list-style-type: none"> - I can identify differences between different fiction and non-fiction genres. - I can name different types of poems - I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarise and explain the main points in a text, referring back to the text to support this. <p>Language for Effect</p> <ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can discuss why the author might have chosen these words/phrases <p>Making Inferences</p> <ul style="list-style-type: none"> - I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text. 									
Phonics – Letters and Sounds Progression	Term 5 Year 3 & 4 Word List					Term 6 Year 3 & 4 Word List					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	accident accidentally actual actually address answer appear arrive believe bicycle	breath breathe build busy business calendar caught centre century certain	circle complete consider continue decide describe different difficult disappear early	earth eight eighth enough exercise experience experiment extreme famous favourite	February forwards fruit grammar group guard guide heard heart height	history imagine increase important interest island knowledge learn length library	material medicine mention minute natural naughty notice occasion occasionally often	opposite ordinary particular peculiar perhaps popular position possess possession possible	potatoes pressure probably promise purpose quarter question recent regular reign	remember sentence separate special straight strange strength suppose surprise therefore	though although thought through various weight woman women
Spelling– 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)	<p>Step 12</p> <p>I use a dictionary to edit my writing.</p> <p>I can talk about how I use apostrophes in my writing.</p> <p>I can spell further homophones</p> <p>I can spell words that are often misspelt</p>										
Writing	Term 5					Term 6					
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6 (2 days)	Week 1	Week 2	Week 3	Week 4	Week 5
Genre/composition	Plant Newspaper		Poetry			Escape from Pompeii (Narrative)			Inside Out (Description Writing)		
Genre Specific Coverage	Paragraphs Speech Marks Formal Language Adjectives Non-Narrative Features Pronouns Verbs Prepositions		Adjectives Adverbs Determiners Commas to show a pause			Adjectives Adverbs Determiners Commas to show a pause Sentence openers for impact Main Clause and Subordinate Clause Verbs Paragraphs Speech Marks			Adjectives Adverbs Determiners Commas to show a pause Sentence openers for impact Main Clause and Subordinate Clause Verbs		
Writing: (Including EGPS) 21 Steps	<p>Step 12</p> <p>Composition</p>										

- I can talk about a genre of writing identifying its structure, vocabulary and grammar
- I can discuss and record my ideas.
- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- I can organise my writing in paragraphs around a theme.
- I can use the features of nonnarrative material.
- I can create settings, characters and plot in narrative writing.
- I can write in a variety of genre.
- I can proof read my work to check for spelling, grammar and punctuation errors.
- I can assess the effectiveness of my own and others writing and suggest improvements.
- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.
- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
- I can evaluate what I have written with the teacher or another pupil.

Vocab and Grammar

- I can use the main clause in a sentence.
- I am beginning to identify the subordinate clause in a sentence.
- I am confidently using paragraphs to structure my writing in a variety of genre.
- I can use nouns or pronouns appropriately to avoid repetition.
- I am beginning to use a range of regular and irregular verbs.
- I can accurately use preposition to show position of objects in relation to one another.
- I can develop my repertoire of sentence openers.
- I can consider the impact that different adjectives have in my writing.
- I consistently use the correct determiner.

Punctuation

- I can use speech appropriately in my writing.
- I can use commas to mark a pause in a complex sentence.