

Spinfield School Knowledge, Skills and Vocabulary progression map

Subject: Art and Design

Year: 3

Learning	Vocabulary
Use a scrap book for recording observations and experimenting with ideas.	Portray, portrait, compose, composition, pattern, texture, leonardo De Vinci, Rembrandt, Mondrian, Kandinsky, repeat, symmetrical, blend, smudge, sustainability, visual information, tessellate, montage, mood, primary, secondary, tertiary design, construct, illustrate, focus, style
Experiment with a range of materials to create a range of effects and use these techniques in a piece of work.	
Explain what he/she likes about their work.	
Know about some of the great artists, architects and designers in history and describe their work.	
Techniques	
Explore shading using different media.	Collage, photography, draw, print, sculpture, recycle, attach, manipulate, print modelling, draw, paint wash, blend, smudge, overlap, layer, palette
Understand and explain key aspects such as complementary colours, colour as tone, warm and cold colours.	
Compare and recreate from natural and man-made objects.	
Create a collage by overlapping and layering.	
Create printing blocks using relief or impressed techniques.	
Add detail to work using different stitches including cross stitch.	

Spinfield School Knowledge, Skills and Progression map

Subject: Computing

Year: 3

Computers	Vocabulary
Know what input and output devices are and how they are used.	keyboard, mouse, microphone printer, monitor
Use a range of input and output devices efficiently.	
E safety	password, internet, blog, concept map, username, website, webpage, spoof website, PEGI rating
Know I need to keep my password and personal information secure.	
Recognise acceptable and unacceptable behaviour online	
Networks	network, cloud, server, internet, world wide web, web browser,
Understand that computer networks allow data to be transferred and shared.	
Understand that the internet is a large network that enables computers to share information.	
Network Searching	search engine, web page, websites, spoof website,
Use a search engine to find web pages.	
Understand that not all websites are as reliable as others.	
Using Computers	program, search, spreadsheets, email, branching databases, data simulations, graphing,
Make choices on which program is best for a given task.	
Coding	action, algorithm, bug codeblock, command, debug, input, output, object, selection, timer, variable, design mode, event, repeat,
Produce a simple program that completes a given task.	
Explain how simple algorithms solve a given problem	

Spinfield School Knowledge, Skills and Vocabulary progression map

Subject: D&T

Year: 3

Cooking and Nutrition	Vocabulary
Talk about the different food groups and name food from each group.	Names of products , utensils , equipment , ingredients texture taste sweet sour hot spicy appearance smell preference greasy moist cook fresh savoury hygienic edible grown reared caught frozen processed harvested seasonal healthy varied diet
Understand that food has to be grown, farmed or caught in Europe and the wider world.	
Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.	
Processes	
Use my knowledge of existing products to design my own functional product.	planning, design criteria, purpose, use,r annotated sketch, sensory evaluations, recycle, re- use, scoring, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, corrugating, ribbing, decision, design brief, design criteria, innovative, prototype, stable, column, cone, poles, shell, structure, three dimensional, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, scoring, joining, assemble, font, lettering
Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.	
Safely measure, mark out, cut, assemble and join with some accuracy.	
Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.	
Investigate and analyse existing products and those I have made, considering a wide range of factors.	
Strengthen frames with diagonal struts.	
Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.	

Listening	Vocabulary
Show that he/she recognises words & phrases heard by responding appropriately.	Bonjour, salut, bonsoir, bonne nuit, je m'appelle, comment t'appelles tu, comment ca va, ca va bien/mal/comme ci comme ca, merci, et toi, quel age as tu, couleurs, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, la famille, animaux, et, mais, avec. Days of the week and months of the year.
Follow simple instructions & link pictures or actions to language.	
When listening to stories, rhymes or songs, join in with repeated sections & identify particular phonemes, & rhyming words.	
Speaking	Bonjour, salut, bonsoir, bonne nuit, je m'appelle, comment t'appelles tu, comment ca va, ca va bien/mal/comme ci comme ca, merci, et toi, quel age as tu, couleurs, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, la famille, animaux, et, mais, avec. Days of the week and months of the year.
Ask & answer simple questions, for example about personal information.	
Repeat sentences heard & make simple adaptations to them.	
Use mostly accurate pronunciation & speak clearly when addressing an audience.	
Use simple adjectives such as colours & sizes to describe things orally.	
Reading	Bonjour, salut, bonsoir, bonne nuit, je m'appelle, comment t'appelles tu, comment ca va, ca va bien/mal/comme ci comme ca, merci, et toi, quel age as tu, couleurs, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, la famille, animaux, et, mais, avec. Days of the week and months of the year.
Recognise some familiar words & phrases in written form.	
Read some familiar words aloud using mostly accurate pronunciation.	
Learn & remember new words encountered in reading.	
Writing	Bonjour, salut, bonsoir, bonne nuit, je m'appelle, comment t'appelles tu, comment ca va, ca va bien/mal/comme ci comme ca, merci, et toi, quel age as tu, couleurs, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, la famille, animaux, et, mais, avec. Days of the week and months of the year.
Write out simple words from memory.	
Use simple adjectives, such as colours & sizes to describe things in writing.	
Record descriptive sentences using a word bank.	

Geographical Skills and Fieldwork	Vocabulary
I can ask and answer geographical questions e.g. describe the landscape- What is it like? How have people affected what it looks like? What do you think it might be like ifcontinues?	Affect, effect, compare, evidence, aerial, environment, impact, cliff, ocean, valley, vegetation, soil, mountain, port, factory, iceberg, ice sheet, settlement, urban, rural, compass, compass directions, coordinates, map, globe, atlas, countries, human and physical features, map symbols, key
I can analyse evidence and draw conclusions eg make comparisons between locations using aerial photos/ pictures	
I can recognise that different people hold different views about an issue and begin to understand some of the reasons why	
I can communicate findings in appropriate ways	
I can understand and use geographical terms such as "environmental impact"	
I can use basic geographical words such as cliff/ ocean/ valley/ vegetation/ soil/ mountain/ port/ factory/ iceberg/ ice sheet/settlement/ urban/ rural	
I can make more detailed fieldwork sketches/ diagrams	
I can use fieldwork instruments eg camera, compass, thermometer	
I can use and interpret maps, globes, atlases and digital mapping to find countries and key features	
I can recognise some of the OS symbols	
I can use the 8 points of the compass	
I can make plans and maps using symbols and keys	
Locational Knowledge	
I can point to where countries are in the UK and their key topographical features	
I can name and locate important cities of the UK	
I can identify the position of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	Continents, countries, traditional and industrial land use, landscape, terrain, coast, cities, towns, villages, population, farming, seas and oceans, rivers, mountains, map, atlas, population, weather, climate, biomes, physical and human features.
Human and Physical Geography	
I can show I know the human and physical features of the UK	
I can explain about weather conditions in the polar regions	map, atlas, population, weather, climate, biomes, physical and human features.
I know that Britain is a multicultural society with its own democratic system of government and law	
Place Knowledge	Compare, Arctic, Antarctic, UK
I can understand why there are similarities and differences between places with reference to the Arctic and Antarctic	
I can show some understanding of how places relate to each other	

Target	Vocabulary
Chronological understanding	
I can use an increasing range of common words and phrases relating to the passing of time e.g. <i>decade, century, millennium, era, period, Stone Age, Iron Age, Roman Britain, BCE and AD(Anno Domini)/ACE</i>	Period, chronological order, A.D., B.C., thousands of years. Stone Age, Neolithic, Iron Age, Bronze Age. Modern day, Present, civilisation, invention.
<i>I can place some events/eras from history in order e.g. development of Roman Empire</i>	
<i>I can make some comparisons of change and continuity between eras e.g. Stone Age to now or Celtic to Roman</i>	
Historical enquiry	
<i>I can ask and answer questions about the past</i>	Archeology, archeologist, enquiry, source, first hand evidence, effects, significance, change, impact, importance, may be.
<i>I can use more than one source for research</i>	
<i>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (archaeology/archaeologist)...also that there are gaps in the evidence from long ago which we have to 'best guess' about</i>	
Historical interpretations	
<i>I can identify differences in how the past has been reported e.g. Boudicca / Roman invasion</i>	Interpretation, evidence, primary source, secondary source.
<i>I can give my own view of an event and back it up with evidence...I see that others may come to a different view because they have used different evidence to me</i>	
<i>I can make simple inferences from sources e.g. I can tell if a view is positive or negative</i>	
Organisation and communication	
<i>I can use a wide vocabulary of appropriate historical terms (see vocab list) e.g. Palaeolithic, Mesolithic, Neolithic, empire, invasion, conquest</i>	Neolithic, Mesolithic, Skara Brae, StoneHenge, hill forts, hunter-gatherers, Celts, nomadic.
<i>I can write developed answers...paragraphs and series of paragraphs</i>	
Understanding of events, people and changes	
I know about different experiences of the past e.g. rich / poor	Museum, Stone Age, Bronze Age, Iron Age.
I can describe the Stone Age to Iron Age	
I can describe the Roman legacy in Britain	

Number and Place Value	Vocabulary
I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number	Numbers to 1000, equal to, equivalent to, balances, the same as, more/greater than, less than, most, least, fewer, multiples, place value, digit, estimate, order, compare, sequence.
I can recognise the place value of each digit of a number with hundreds, tens and units	
I can compare and order numbers up to 1001	
I can find, show and estimate numbers using objects and pictures	
I can read and write numbers to 1000 in numbers and words	
I can solve number and word problems	
Addition and Subtraction	
I can add and subtract numbers in my head, including a three digit number and ones	Sum of, total of, difference, plus, minus, all together, addition, subtraction, make, more, take away, less, fewer, inverse, calculation, column addition, column subtraction.
I can add and subtract numbers in my head, including a three digit number and tens	
I can add and subtract numbers in my head, including a three digit number and hundreds	
I can add and subtract numbers with up to three digits using formal column methods	
I can estimate the answer to a calculation and use this and inverse operations to check answers	
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
Multiplication and Division	
I can recall and use multiplication and division facts for the 3, 4 and 8 times tables	Multiplication, division, times, multiply, groups of, lots of, double, multiply by, product, divide, share equally, equal groups of, half, halve, divided into, divisible by, divided by, read, understand, choose, solve, answer, check, inverse, calculation.
I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers	
I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio	
Fractions	
I can count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Numerator, denominator, unit fraction, non-unit fraction, compare, order, tenths, one whole, equivalent.
I can write and find fractions of a set of data and can recognise fractions with small denominators	
I can find and use fractions of numbers such as $\frac{1}{4}$ of 8 = 2 and $\frac{3}{4}$ of 8 = 6	
I can identify and show equivalent fractions	
I can add and subtract fractions with the same denominator to make one whole	

I can compare and order fractions with the same denominator	
I can solve fraction problems	
Measurement	
I can measure, compare, add and subtract: lengths (m/cm and mm); mass (kg/g); volume and capacity (l/ml)	Leap year, AM, PM, twelve hour clock, 24 hour clock, analogue, digital, roman numerals, capacity, length, width, distance, litres, millilitres, millimetres, centimetres, metres, volume, perimeter, giving change
I can measure the perimeter of simple 2-D shapes.	
I can add and subtract money giving change, using pounds and pence. I can do this with real coins and notes.	
I can tell the time on a clock face. I can do this if it uses the Roman numerals from I to XII and I can use 12-hour or 24 hour clocks.	
I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.	
I can tell you the number of seconds in a minute and how many days there in a month, a year, and in a leap year	
I can compare how much time is taken by different events or tasks	
Properties of Shape	
I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations	2D, 3D, orientation, sides, corners, vertices, vertex, face, edge, angle, turn, clockwise, anticlockwise, right angles, acute angles, obtuse angles, 90 degrees, horizontal, vertical. parallel, perpendicular.
I can recognise angles as properties of shape. I know that angles are a description of a turn	
I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle	
I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines	
Statistics	
I can interpret and present data using bar charts, pictograms and tables	Diagram, bar chart, pictogram, tally chart, frequency table, table, Venn diagram, Carroll diagram, how many more, how many fewer, difference, total. all together, axis, axes.
I can solve one-step and two-step questions e.g. "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Physical Education

Year: 3

Healthy Bodies	Vocabulary
Know what my senses are and can explain what it could be like if I lost one of them.	Sight, hearing, smell, taste, touch, exercise, health, heart, lungs, blood vessels, oxygen, vertebrate, skeleton, bones, ribs, spine, skull, joints, muscles, contract, relax, connective tissue, calcium, brain, nervous system, electric, purpose, digest, digestion, stomach, intestines.
Know that exercise helps keep my heart and lungs healthy.	
Name the main parts of the body.	
Am aware that the brain sends signals around my body using my nervous system.	
Know how the skeleton helps protect my internal organs and I can suggest ways to help improve this during sport	
Explain how food is digested within my body.	
Healthy Minds	
Set myself a challenge and know how well I am doing.	Goal, target, aim, reflect, evaluate, feelings, emotions, behaviour, mindfulness, planning, confidence, self esteem, resilience, perseverance.
Understand that when I feel sad or happy my body can change too	
Know what steps I have to take to achieve what I want.	
Know that some things are not easy to get and that if I don't keep trying I will not achieve my goal.	
Diet and Hygiene	
Know that if I eat too much or too little food that this can have a negative effect on my health.	Diet, portion, balanced meal, medicine, dose, prescription, health, teeth, gums, plaque, decay, sugar, vitamin D, Sun, sunburn, safety.
Know that too much medicine or the wrong medicine can make me unwell.	
Know that if I don't take care of my teeth and gums they can decay and rot and this can affect my eating	
Know the sun provides me with vitamin D but too much sun on my skin can be harmful.	
Personal and social	
Form an opinion on something and review this when I listen to other peoples' ideas.	Consider, reflect, evaluate, justify, listen, respectful, perspective, solution, solve, improve, family, parenting.
Offer ideas on ways to solve problems when other people have a disagreement	
Understand some of the difficulties that can occur when a parent is bringing up a child.	
Swimming	
Jump into a pool and go underwater briefly	Water safety, dangers, entry, exit, breathe, underwater, tread water, glide, float, dive, retrieve.
Glide underwater from the side of the pool	
Pick up an object from the bottom of the pool	
Know how to keep safe and avoid dangers in and around water.	
Acquiring and developing skills	
Stand on one foot without wobbling or swaying.	Balance, climb, skip, rhythm, speed.
Climb steadily and confidently moving one foot after the other.	
'Skip sideways' in a rhythmical movement using my arms to help me move along.	

Run fast in a straight line using my arms to help balance my movement.	
Applying skills and using tactics	
Call upon a range of skills and abilities to perform well in different sports / games.	Apply, skills, sports, tactics, strategy.
Understand the tactics used against me by others.	
Evaluating and improving performance	
Say how well I have done compared to others and give reasons for my performance	Reflect, evaluate, justify, explain, improve.

Dance	Vocabulary
I can think of my own movements to match a sound.	Pattern, space, movement, improvisation, gesture, repetition, repeat, action and reaction.
I can make up and perform simple patterns.	
I can make up dances with my partner.	
Games	
I can demonstrate confident control of equipment. I can use sports equipment confidently.	Control, safety, technique, skills, context, attacking, defending, position, tactics, rules, fair play, keep possession, keep the ball, scoring goals, keeping score, making space, pass, send, receive, dribble, travel with the ball, points, goals, tactics, batting, fielding, bowler, wicket, base, boundary, rounder, backstop, target, defend, pitch.
I can copy skills and techniques and use them within the context of a game. I can use the skills I have been shown in an activity.	
I can apply the basic principles of attacking and defending to fulfil a role within a game. I can take part in a game by playing in a certain position.	
I can participate in team games using tactics. I can take part in games using tactics.	
Gymnastics	
I can copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces. I can move in the way I have been shown in different spaces and on different apparatus.	Balance, balances, jumps, travelling, turns, apparatus, space, sequences, flexibility, bending, stretching, warm-up, cool-down, symmetrical, asymmetrical, combination, improve, evaluate, curled, strength, inverted, jump. land, over, under.
I can perform modelled sequences on the floor and use apparatus which are designed to develop balance and flexibility. I can perform sequences in different places that I have been shown using balancing and bending.	
I can control basic variations in level, speed and direction (e.g. slow/fast, high/low, up/down). I can make sure I use different levels, speeds and directions in sequences.	
I can create sequences in pairs. I can work with a partner to make up new sequences	
Athletics	
I can demonstrate control when running, sprinting, throwing and jumping. I can run, sprint, throw and jump with control.	Distance, sprint, steady pace, accuracy, record, joints, rhythm, measure, underarm, overarm, heart beat, jogging, walk, hurdles, landing, control, time, obstacles, stamina, approach, speed, relay.
I can vary technique following instruction to improve performance when competing (e.g. racing over varied distances). I can improve my results by using the techniques I have been shown.	
Evaluating Performance	
I can suggest ways to improve performance in different physical activities and sports. I can suggest ways to improve in different sports.	Evaluate, feedback, improve, refine, adapt, practice.
I can compare my performance to how others have performed.	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: Reading

Year: 3

Word Reading	Vocabulary
I can use my knowledge of root words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words	Root word, word family, prefix, suffix, rules, patterns, exception.
I can read further exception words including words that do not follow spelling patterns	
Comprehension	
I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work	vocabulary, infer, predict, explain, retrieve, summarise, poem, play, fiction, non-fiction, chapter, paragraphs, headings, subheadings, speech, inverted commas, author, illustrator, features, instruct, persuade, myths, legends, reports, recounts.
I can show that I enjoy reading by reading lots of different types of books	
I can read a wide range of books including fairy stories, myths and legends and retell some of them to others	
I can tell you what a book that I am reading is about	
I can read aloud poems and perform play scripts	
I can discuss words in the books that I read that excite me	
I can understand what I have read, checking that it makes sense by talking to others about it	
I can ask questions about the texts that I have read to help me understand them	
I can work out what a character in a book is feeling by the actions they take and can explain how I know	
I can predict what might happen from clues in what I have read	
I can tell someone about the main ideas in a paragraph	
I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech	
I can use non-fiction texts to find out information on a subject	
I can talk about books and poems and I can take turns in telling people about them	

Rocks and soils	Vocabulary
I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.	Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent permeable, impermeable
I can simply describe how fossils are formed when things that have lived are trapped within rock	
I can explain that soils are from rocks and organic matter	
Animals, including humans	Movement, Muscles, Bones, Skull, Nutrition, Skeletons, carbohydrate, , protein, vitamins, minerals, balanced diet, fats, oils , joints.
I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	
I can explain why humans and some other animals have skeletons and muscles	Light, Shadows, Mirror, Reflective, Dark, Reflection, rays
Forces and magnets	
I can compare how things move on different surfaces.	
I can see that some forces need contact between two objects, but magnetic forces can act at a distance.	
I can observe how magnets attract or repel each other and attract some materials and not others.	
I can compare and group some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	
I can describe magnets as having two poles.	Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull, gravity.
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	
Light	
I can explain I need light in order to see things and dark is the absence of light.	
I can show that light is reflected from surfaces.	
I can explain that light from the sun can be dangerous and that there are ways to protect eyes.	Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower.
I can show how shadows are formed when the light from a light source is blocked by a solid object.	
I can show patterns in the way that the size of shadows changes.	
Plants	
I can explain what different parts of flowering plants do.	Working Scientifically
I can explore the requirements of plants for life and growth and how they vary from plant to plant.	
I can investigate the way in which water is transported within plants.	
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

I can ask questions and use different types of scientific enquiries to answer them.	variables what stays the same what changes equipment research results graph method prediction conclusion fair test patterns
I can set up simple practical enquiries, comparative and fair tests.	
I can make observations and take measurements using standard units using a range of equipment, including thermometers, newton meters and data loggers.	
I can gather, record, classify and present data in a variety of ways to help in answering questions.	
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	
I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.	
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	
I can explain differences, similarities or changes related to simple scientific ideas and processes.	
I can use straightforward scientific evidence to answer questions or to support my findings.	

Spelling	Vocabulary
I can use the prefixes un-, dis-, mis-, re-, pre-	Prefix, suffix, root word, vowel, consonant, syllable, homophone, dictionary,
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	
I can use the suffix -ly	
I can spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature	
I can spell words with endings which sound like "zhun" e.g. division, decision	
I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane	
I can spell words that are often misspelt	
I can spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym	
I can spell words containing the "u" sound spelt "ou" e.g. young, touch, double	
I can spell words with the "k" sound spelt "ch" e.g. scheme, school, echo	
I can spell words with the "sh" sound spelt "ch" e.g. chef, machine	
I can spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they	
I can use the first two or three letters of a word to check its spelling in a dictionary	
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know	
Handwriting	
I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined	Joining, ascending letters, descending letters, size, formation, spacing.
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.	
Composition	
I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like	Punctuation, tense, vocabulary, conjunctions, adverbs, prepositions, settings, characters, plots, themes, paragraph, heading, subheading, audience, perspective, features, alliteration, onomatopoeia, rhyme, repetition, simile, style, fiction, non-fiction, poem, plan, draft, edit, publish, prefix, suffix, root word, vowel, consonant, time, place, cause, pronoun.
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or nonfiction piece and I can redraft this work a number of times	
I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before; use adverbs such as then, next and soon; use prepositions such as before, after, during, because	

I can use paragraphs to organise my writing so blocks of text group related material	
I can draft and write descriptive work that creates settings, characters and plots	
I can draft and write material such as instructions, using headings and subheadings to organise my work	
I can re-read my work to improve it for my audience	
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting	
I can proofread my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed	
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice	
I can create new words using a range of prefixes including super-, anti-, auto-	
I can understand when to use 'a' or 'an' in front of a word	
I can identify word families based on root words e.g. solve, solution, dissolve, insoluble	
I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of	
Vocabulary, Grammar and Punctuation	
I can use paragraphs	
I can use headings and subheadings	
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play	
I can use speech marks correctly	
I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	

Paragraphs, heading, subheading, tense, present, past, perfect, inverted commas, direct speech, clause, subordinate clause, vowel, consonant, prefix, suffix, root word, word family.