



2024-2025 - Year 3 'The Write Stuff' National Curriculum Tracker

N.C. Statutory Requirements		STONE AGE BOY	FLOOD	THE TRUE STORY OF THREE LITTLE PIGS	WISP: A STORY OF HOPE	THE LAST BEAR	WOLVES IN THE WALLS	THE INCREDIBLE BOOK-EATING BOY	THE SECRET OF BLACK ROCK	MY STRONG MIND	AUTUMN IS HERE	THE COLOUR COLLECTOR	I ASKED THE LITTLE BOY WHO COULDN'T SEE
SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to write sentences by composing a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	☐	☐	☐
	Pupils should be taught to discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
WORD	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	☐	✓	☐	☐	☐	☐	✓	✓	☐	☐	☐	☐
	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	☐	✓	✓	☐	☐	✓	☐	✓	☐	☐	☐	☐
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	✓	☐	✓	☐	☐	☐	✓	☐	☐	☐	☐	☐
SENTENCE	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	✓	✓	☐	✓	✓	✓	✓	✓	☐	☐	☐	☐
	Adverbs [for example, then, next, soon, therefore]	☐	☐	✓	✓	✓	☐	✓	✓	✓	☐	☐	☐
	Prepositions [for example, before, after, during, in, because of]	✓	✓	☐	☐	☐	✓	✓	☐	☐	☐	☐	☐
TEXT	Introduction to paragraphs as a way to group related material	☐	☐	☐	✓	✓	☐	☐	✓	☐	☐	☐	☐
	Headings and sub-headings to aid presentation	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐
	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐
PUNCTUATION	Introduction to inverted commas to punctuate direct speech	✓	✓	☐	✓	✓	✓	✓	✓	☐	☐	☐	