

Year Group: 3

Date: end of Spring term

**Moderation Next Steps/Action Plan**

Skills taught this term:	Next steps:	
<p>Skills taught across the year to date:</p> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>➤ when, before, after</li> <li>➤ because, if</li> <li>➤ while</li> <li>➤ Commas to demarcate clauses after conjunctions with the above</li> <li>➤ Prepositions in two narrative units</li> <li>➤ Adverbs for 'how' ly in one unit</li> <li>➤ Inverted commas for speech in two units</li> <li>➤ Determiners a/an in one unit (mostly secured across the class)</li> </ul>	<p>Whole class:</p> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>➤ although, if, since, as (and revisit all taught so far)</li> <li>➤ Commas to demarcate clauses after conjunctions with the above – grammar warm-ups needed – explicit teaching</li> <li>➤ Adverbs for 'when' e.g. soon, next, meanwhile, just then (link to fronted adverbials for Y4 for 'when')</li> <li>➤ Inverted commas – focus on for two weeks grammar warm-ups to explicitly teach and apply</li> <li>➤ Prepositions - extend range via word banks – integrate within units but grammar warm-ups not needed. (Link to fronted adverbials for 'where' for Y4).</li> </ul>	<p>Future unit links:</p> <ul style="list-style-type: none"> <li>➤ The Spider and the Fly Narrative Poetry Unit with range of outcomes as per Talk Three Unit</li> <li>➤ Historical Narrative Unit</li> </ul>
	<p>Groups:</p> <p>Sarah, Bradley, Asif, Katrina and Craig – tailored intervention for Y2/3 subordination within sentences with Mrs Brimblecombe three times per week</p> <p>Sophia, Gillian, Richard, Fariman, Erik, Cassie – Lancashire Reading Partners one to one support daily with Mrs Brimblecombe</p>	
	<p>Individuals:</p> <p>Kyle – needs support with sentence demarcation</p> <p>Antonia – needs support with handwriting – bpd reversals</p> <p>Jonty – segmenting words for spelling and word mats for tricky and common exception words (update when next bank secured)</p>	