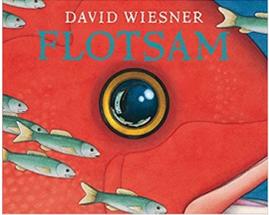
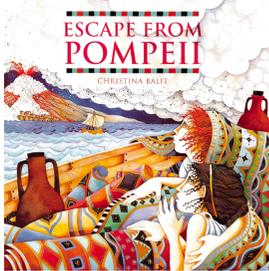
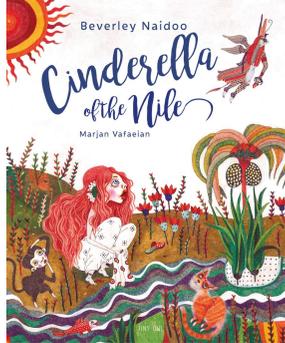
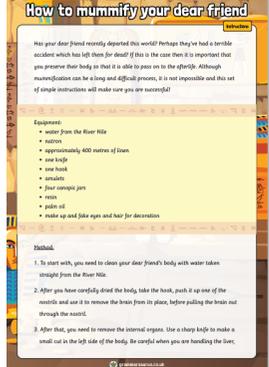
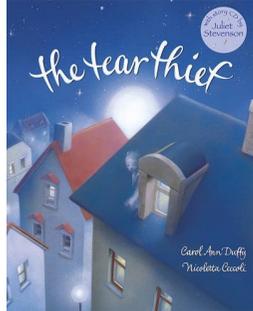
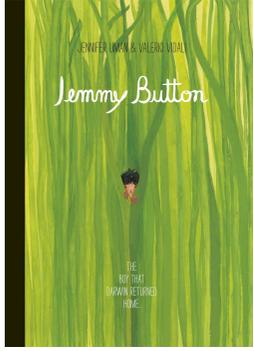
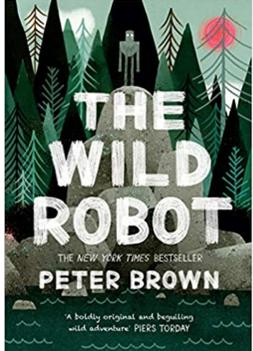




## Year 3: Progression Overview for Literacy 2022 -2023

| Topic  | <u>Autumn</u><br>Forces of Nature  |  | <u>Spring</u><br>Pharaohs and Pyramids  |   | <u>Summer</u><br>Here and There   |  |
|--|--|--|---|---|---|--|
| Main focus   | Geography  |  | History   |   | Science   |  |
| <p><b>Core text</b></p> <p>TRADITIONAL TALES<br/>CLASSIC FICTION<br/>HISTORICAL FICTION<br/>REALISTIC FICTION<br/>SCIENCE FICTION<br/>FANTASY FICTION<br/>MYSTERY FICTION<br/>PSHE FICTION<br/>DIVERSE FICTION<br/>ENVIRONMENTAL<br/>POETRY<br/>PICTURE BOOK<br/>NON-FICTION<br/>GRAPHIC NOVEL</p> |  <p><b>Flotsam</b><br/>David Weiser</p> <p><a href="https://www.booksfortopics.com/post/flotsam">https://www.booksfortopics.com/post/flotsam</a></p> <p>Literacy Shed Plus planning</p> |  <p><b>Escape from Pompeii</b><br/>Christina Ballit</p> |  <p><b>Cinderella of the Nile</b><br/>Beverley Naidoo</p> |  <p><b>Instruction text:</b> How to mummify a your friend</p>  <p><b>The Tear Thief</b><br/>Carole Ann Duffy</p> |  <p><b>Jemmy Button</b><br/>Jennifer Uman and Valerio Vidali</p> |  <p><b>The Wild Robot</b><br/>Peter Brown</p> |
| <p>Coverage of genres</p> <p>Texts reflect our <b>COMMUNITY</b></p>  | <p>PICTURE BOOK<br/>ENVIRONMENTAL</p>  | <p>PICTURE BOOK<br/>HISTORICAL FICTION</p>   | <p>HISTORICAL FICTION<br/>TRADITIONAL TALES<br/>DIVERSE FICTION</p>   | <p>NON-FICTION<br/>PSHE FICTION<br/>POETRY</p>  | <p>ENVIRONMENTAL<br/>HISTORICAL FICTION</p>   | <p>ENVIRONMENTAL<br/>SCIENCE FICTION</p>   |



**EXPERIENTIAL**

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**RESPONSIVE**

| Y3 Reading for pleasure options | Picture books  | Humour  | Adventure   | Diverse   | Historical   | Fantasy/Sci-Fi/STEAM  |
|---------------------------------|--|---|---|---|--|---|
| *Challenging                    | <i>The Pebble in my Pocket</i><br><i>Flood</i><br><i>The Iron Man - Picture</i><br><i>Escape from Pompeii</i><br><i>The Great Kapok Tree</i>   | <i>Bill's New Frock</i><br><i>Stitch-Head</i><br><i>The Accidental Prime Minister</i><br><i>Agent Weasel</i><br><i>An Alien in the Jam</i><br><i>The Bad Guys</i>   | <i>The Somerset Tsunami</i><br><i>The Legend of Podkin One Ear</i><br><i>The Miraculous Journey of Edward Tulane</i><br><i>Varjak Paw</i><br><i>How to train your dragon</i><br><i>The Legend of Sally Jones</i><br><i>Harley Hitch</i> | The Girl who Stole an Elephant<br>Planet Omar<br>Anisha the Accidental Detective<br>A Necklace of Raindrops | <i>Secrets of a Sun King</i><br><i>A Mummy Ate my Homework</i> | <i>The Wild Robot</i><br><i>The Matilda Effect</i><br><i>Harley Hitch and the Wild Forest</i><br><i>Leonora Bolt - Secret inventor</i><br><i>Agent Asha</i> |
|                                 | Poetry   | Classic   | Non-Fiction   | Songs   |  |   |
|                                 | <i>Tectonic Plates Rhyme</i><br>Roger McGough - <i>The Reader of this Poem</i><br>Kenn Nisbitt - <i>Melvin the Mummy</i><br><i>Spike Milligan Ning nang nong</i><br>Apes to Zebras Shape Poems<br>Daydreams and Jellybeans | <i>The Firework Maker's Daughter</i><br><i>Charlie and the Chocolate Factory</i><br><i>Charlotte's Web</i><br><i>The Borrowers</i><br><i>The Iron Man</i><br><i>The Lion, the Witch and the Wardrobe</i><br><i>Stig of the Dump</i> | <i>Egyptology</i><br><i>Can I Build Another Me?</i><br><i>The Dictionary of Difficult Words</i><br><i>The Everyday Journey of Ordinary Things</i><br><i>Fantastically Great Women who Changed the World</i>                             | <i>Palaeontologist Song</i>   |  |   |

**Writing**

|                    |   |
|--------------------|---|
| <b>Writing is:</b> | <b>RESPONSIVE</b> Responds to what is happening right now<br><b>CREATIVE</b> Linked to science and the arts<br><b>COMMUNITY</b> Has a purpose<br><b>EXPERIENTIAL</b> Is enhanced by experiences |
|--------------------|---|

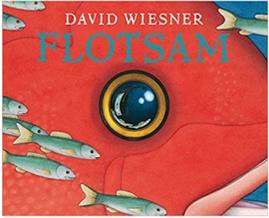
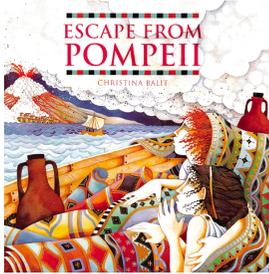
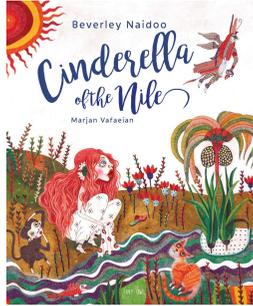
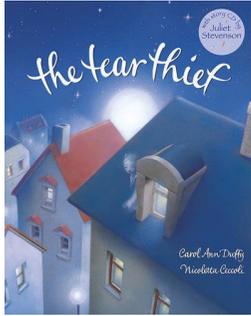
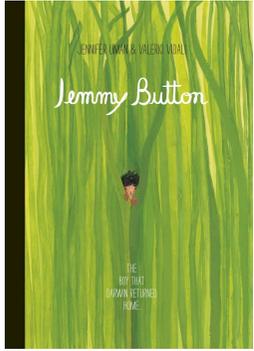
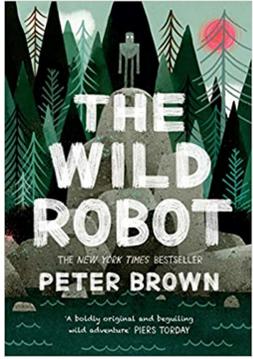
**EXPERIENTIAL**

**COMMUNITY**

**CREATIVITY**

**RESPONSIVE**



|  |  |   |   |   |  |  |
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| <p><b>Core Text/s</b><br/>To prompt writing</p>       | <p><b>TO ENTERTAIN</b><br/>Setting description<br/>Sequel to narrative</p>   | <p><b>TO ENTERTAIN</b><br/>Retell narrative</p>   | <p><b>TO ENTERTAIN</b><br/>Character description<br/>Innovate a traditional tale<br/><i>changing setting to Egypt</i></p>   | <p><b>TO ENTERTAIN</b></p>  | <p><b>TO ENTERTAIN</b><br/>Setting description</p>   | <p><b>TO ENTERTAIN</b><br/>Character description<br/>1st person narrative</p>        |
| <p><b>Writing outcomes and opportunities</b></p> <p><b>ENTERTAIN</b><br/>Character description<br/>Setting description<br/>Narrative retelling<br/>1st person narrative</p> <p><b>INFORM</b><br/>Recount<br/>Diary<br/>Letter<br/>Non-chronological report<br/>Instructions<br/>Newspaper report</p> <p><b>EXPLAIN</b><br/>Explanation text</p> <p><b>PERSUADE</b><br/>Persuasive texts (advert/letter)</p> <p><b>POETRY</b><br/>Acrostic<br/>Shape<br/>Riddle<br/>Free verse<br/>Diamonte<br/>Haiku<br/>Limerick<br/>Kenning</p>                                  | <p><b>TO INFORM</b><br/>Informal letters</p>   | <p><b>TO INFORM</b><br/>Diary<br/>Newspaper report -<br/>Natural disaster</p>   | <p><b>TO INFORM</b><br/>Diary<br/>Short news report -</p>   | <p><b>TO INFORM</b><br/>Write instructions -<br/><i>mummy</i><br/>Formal letter - <i>The Tear Thief</i></p>   | <p><b>TO INFORM</b><br/>Informal/formal letter</p>   | <p><b>TO INFORM</b><br/>Diary<br/>Explanation text/<br/>Non-chronological report</p> |
| <p><b>TO PERSUADE</b></p>  | <p><b>TO PERSUADE</b></p>  | <p><b>TO PERSUADE</b></p>   | <p><b>TO PERSUADE</b><br/>Persuasive poster - <i>The Tear Thief</i></p>   | <p><b>TO PERSUADE</b></p>   | <p><b>TO PERSUADE</b></p>  |  |
| <p><b>POETRY</b></p>   | <p><b>POETRY</b></p>   | <p><b>POETRY</b></p>  | <p><b>POETRY</b><br/>Shared poem - <i>The Tear Thief</i></p>  | <p><b>POETRY</b><br/>Acrostic poetry</p>  | <p><b>POETRY</b></p>   |  |
| <p><b>GRAMMAR</b><br/><b>National curriculum statements to cover</b><br/>Year 3 - New</p> <p><b>Prior knowledge</b><br/>Ensure you refer and revise<br/>Year 1<br/>Year 2</p>  | <p><b>WORD</b><br/>Formation of <b>nouns</b> using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms <b>a or an</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p><b>Word families</b> based on common words, showing how</p> | <p><b>SENTENCE</b><br/>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p><b>Subordination</b> (using when, if, that, because) and <b>coordination</b> (using or, and, but)</p> | <p><b>TEXT</b><br/>Headings and subheadings to aid presentation</p> <p>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]</p> <p>Correct choice and consistent use of <b>present tense and past</b></p> | <p><b>PUNCTUATION</b><br/>Inverted commas to punctuate direct speech</p> <p><b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p><b>Commas to separate items in a list</b></p> | <p><b>TERMINOLOGY</b><br/>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</p> <p><b>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense</b></p> |  |

**EXPERIENTIAL**

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**RESPONSIVE**



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|  |  | <p>words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Formation of <b>nouns</b> using suffixes such as <b>-ness, -er</b> and by <b>compounding</b> [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using suffixes such as <b>-ful, -less</b> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <b>-er, -est</b> in adjectives and the use of <b>-ly</b> in Standard English to turn adjectives into adverbs</p> <p>Regular <b>plural noun</b> suffixes <b>-s</b> or <b>-es</b> [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix <b>un-</b> changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> | <p><b>Expanded noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or <b>command</b></p> <p>How words can combine to make <b>sentences</b> Joining words and joining <b>clauses</b> using <b>and</b></p> | <p><b>tense</b> throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Sequencing sentences to form short narratives</p> | <p><b>Apostrophes to mark where letters are missing</b> in spelling and to <b>mark singular possession</b> in nouns [for example, the girl's name]</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Capital letters for names</b> and for the <b>personal pronoun I</b></p> | <p>(past, present) apostrophe, comma</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> |
| <p><b>TIER 2 VOCABULARY</b><br/>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate</p> | <p><b>September</b><br/>arctic<br/>bold<br/>border<br/>climate<br/>fierce<br/>opposite<br/>mystify<br/>award<br/>reverse<br/>steer</p> | <p><b>October</b><br/>act<br/>active<br/>cling<br/>convince<br/>confess<br/>ordeal<br/>observe<br/>pastime<br/>extend<br/>struggled</p>   | <p><b>January</b><br/>chill<br/>advice<br/>nation<br/>ancient<br/>abandon<br/>passage<br/>nursery<br/>plunge<br/>schedule<br/>swift</p>  | <p><b>February</b><br/>board<br/>arrange<br/>contain<br/>launch<br/>grasp<br/>gasp<br/>risk<br/>enable<br/>triumph<br/>rely</p>  | <p><b>May</b><br/>coward<br/>avoid<br/>deed<br/>loyal<br/>grace<br/>digest<br/>rare<br/>ban<br/>volunteer<br/>respect</p>  | <p><b>June</b><br/>attract<br/>average<br/>brave<br/>journey<br/>recall<br/>coast<br/>prevent<br/>collect<br/>wander<br/>responsible</p>                       |

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**RESPONSIVE**



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|  | <p><b>November</b></p> <p>signal<br/>spoil<br/>starve<br/>tour<br/>prefer<br/>prepare<br/>alert<br/>afford<br/>terror<br/>reduce</p> | <p><b>December</b></p> <p>capture<br/>fortunate<br/>adopt<br/>advantage<br/>frail<br/>abundant<br/>origin<br/>perform<br/>scatter<br/>balance</p> | <p><b>March</b></p> <p>continent<br/>crew<br/>pause<br/>limit<br/>glide<br/>doze<br/>examine<br/>suitable<br/>value<br/>remark</p> | <p><b>April</b></p> <p>brief<br/>brilliant<br/>custom<br/>bounce<br/>habit<br/>globe<br/>diagram<br/>explore<br/>vision<br/>resident</p> |  |  |
|--|--|---|--|--|--|--|

| Year 3 Writing progression   |   |   |  |
|--|---|---|--|
| Transcription  | Handwriting   | Composition   | Vocabulary, Grammar and Punctuation  |
| <p>Use further prefixes and suffixes and understand how to add them:</p> <ul style="list-style-type: none"> <li>- prefixes: super-, auto- to form nouns</li> <li>- prefixes: un-, dis-, mis-, sub-, tele-</li> <li>- suffixes: -ness, -ful, -less, -ly</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt: e.g. 'ay', 'y' sounding 'i', -gue, -que, 'sh', 'ch', 'ou'</li> <li>• Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's</li> <li>• Use apostrophe correctly for further contracted forms</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Create word families based on common words: e.g. <ul style="list-style-type: none"> <li>- fear, feared, fearful, fears, fearfully</li> <li>- solve, solution, solving, solved, solver, dissolved, soluble, insoluble</li> </ul> </li> <li>• Apply rules from Spelling Progression – Y3</li> <li>• Write from memory simple sentences dictated by the teacher</li> </ul> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting:</li> </ul> <p>Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</p> | <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme.</li> <li>• Create settings, characters and plot</li> <li>• Use simple organisational devices e.g. headings and sub-headings</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Begin to adjust the writing to suit 'The</li> </ul> | <p>Punctuation:</p> <ul style="list-style-type: none"> <li>o full stops</li> <li>o capital letters</li> <li>o exclamation marks</li> <li>o question marks</li> <li>o commas to separate items in a list</li> <li>o apostrophes for contracted forms and singular possession.</li> <li>o inverted commas for direct speech</li> <li>• Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'</li> <li>• Use the present perfect form of verbs in contrast to the past tense e.g He has gone out to play contrasted with He went out to play</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Express time, place and cause using: <ul style="list-style-type: none"> <li>- conjunctions: e.g. while, so, until, although,</li> </ul> </li> </ul> |

**EXPERIENTIAL****COMMUNITY****CREATIVITY****RESPONSIVE**

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|--|--|-----------------|--|
|  |  | Reader's' needs | even if<br>- adverbs: e.g. soon, yesterday, always, now, inside<br>- prepositions: e.g. because of, below, through, beside, with<br>• Use fronted adverbials + comma |
|--|--|-----------------|--|