



## Year 3: Progression Overview for Writing 2023 -2024

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Topic	Why do people live near volcanoes?	How did technology change the lives of ancient Britons?	Are all settlements the same?	Why were the ancient Egyptians so great?	Why are rainforests important to us?	Maya
Writing is:	<b>RESPONSIVE</b> Responds to what is happening right now <b>CREATIVE</b> Linked to science and the arts <b>COMMUNITY</b> Has a purpose <b>EXPERIENTIAL</b> Is enhanced by experiences					
<b>Core text/s</b> To prompt writing  TRADITIONAL TALES CLASSIC FICTION HISTORICAL FICTION REALISTIC FICTION SCIENCE FICTION FANTASY FICTION MYSTERY FICTION PSHE FICTION DIVERSE FICTION ENVIRONMENTAL POETRY PICTURE BOOK NON-FICTION GRAPHIC NOVEL	 <p><b>Flotsam</b> David Weiser <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> Develops prediction skills as a first text in year 3; provides opportunities for oral and written retelling of the narrative and then to use their imagination to compose their own sequel.</p> <p><b>CREATIVE</b></p>	 <p><b>The First Drawing</b> Mordicai Gerstein <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> A text linked to the history topic. This text helps to build subject knowledge and provide opportunities for the children to develop their diary writing skills and make links with art.</p> <p><i>A story set in the Stone Age that explores how the first drawing could have come</i></p>	 <p><b>Our Tower</b> Joseph Coelho</p> <p><b>Rationale</b> This story is a celebration of, and a reclaiming of high-rise apartment blocks as a place where magic and adventure can happen. It's a modern-day fable that shows the children of an apartment block travelling to a strange, magical world inside a tree and meeting an old man with supernatural powers, only to realise that the magic they'd been looking for had been in their</p>	 <p><b>Cinderella of the Nile</b> Beverley Naidoo <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> Text builds on children's understanding of traditional tales from year 2; develop their inference skills and introduces literary language</p>	 <p><b>Varmints</b> Helen Ward <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> This text will challenge the children with the themes present within. It also provides substantial links to other areas of the curriculum including plants and the environment. The children will have the opportunity to write speeches and present</p>	 <p><b>The Wild Robot</b> Peter Brown <a href="#">Literacy Tree Planning</a></p> <p><b>Rationale</b> Finally, the last text studied in year 3 challenges the children to deepen their inference skills and work on an understanding of how the characters have been developed. STEAM week will enable the children to write with purpose when they</p>

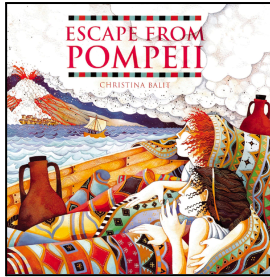


## EXPERIENTIAL

## COMMUNITY

## CREATIVITY

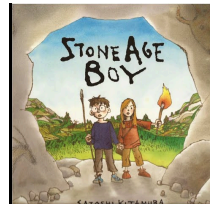
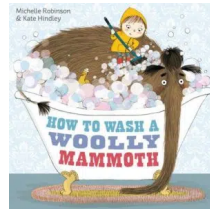
## ASPIRATIONAL



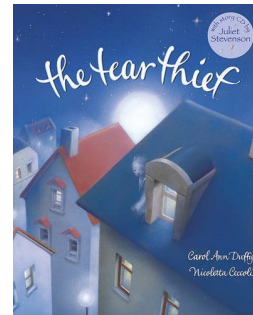
**Escape from Pompeii**  
Christina Ballit

[Literacy Tree Planning](#)

to be, based on real discoveries made in the Cave of Chauvet-Pont-d'Arc in France, which contains some of the oldest known cave drawings made 30,000 years ago. A free educator's guide is also available.



block all along. It will mirror their own life experiences and link to their settlement topic.



**The Tear Thief**  
Carole Ann Duffy  
[Literacy Tree Planning](#)

### Rationale

Introduces the children to the use of imagery in their writing through a shared poem. They have the opportunity to write a letter to develop their writing across genres. Children are exposed to more lyrical language and how they can express their emotions.

### CREATIVE

these in written and oral form. Their writing will be enhanced by experiences planting seeds and pressing flowers.

### EXPERIENTIAL COMMUNITY

design and build their own robots.

### EXPERIENTIAL

Coverage of genres  
Texts reflect our  
**COMMUNITY**

PICTURE BOOK  
ENVIRONMENTAL

PICTURE BOOK  
HISTORICAL FICTION  
DIVERSE FICTION

TRADITIONAL TALES  
POETRY

HISTORICAL FICTION  
PICTURE BOOK

ENVIRONMENTAL

ENVIRONMENTAL  
SCIENCE FICTION

Writing outcomes  
and opportunities

**ENTERTAIN**

**TO ENTERTAIN**  
Setting description  
Narrative sequel

**TO ENTERTAIN**  
Character description -  
*The First Drawing*

**TO ENTERTAIN**  
Narrative retelling

**TO ENTERTAIN**  
Character description

**TO ENTERTAIN**  
Setting description

**TO ENTERTAIN**  
Character descriptions  
3rd person Narrative -  
adventure

**EXPERIENTIAL**
**COMMUNITY**
**CREATIVITY**
**ASPIRATIONAL**


<p>Character description Setting description Narrative retelling 1st person narrative</p> <p><b>INFORM</b> Recount Diary Letter Non-chronological report Instructions Newspaper report</p> <p><b>EXPLAIN</b> Explanation text</p> <p><b>PERSUADE</b> Persuasive texts (advert/letter)</p> <p><b>POETRY</b> Acrostic Shape Riddle Free verse Diamante Haiku Limerick Kenning</p>		Retell a narrative				
	<b>TO INFORM</b> Informal letters - to scientists	<b>TO INFORM</b> Instructions - Woolly mammoth Non chronological report - Stone Age	<b>TO INFORM</b> Diary entry Letter to explain Newspaper report	<b>TO INFORM</b> News report Diary entry	<b>TO INFORM</b> Instructions Explanation text Speeches	<b>TO INFORM</b> Diary entry from Roz
	<b>TO PERSUADE</b>	<b>TO PERSUADE</b>	<b>TO PERSUADE</b> Poster	<b>TO PERSUADE</b> Advert	<b>TO PERSUADE</b> Formal letter	<b>TO PERSUADE</b>
	<b>POETRY</b>	<b>POETRY</b> Acrostic poetry	<b>POETRY</b> Shared poem - <i>The Tear Thief</i>	<b>POETRY</b>	<b>POETRY</b> Varmints poems	<b>POETRY</b>
	<p><b>GRAMMAR</b> <b>National curriculum statements to cover</b> Year 3 - New</p> <p><b>Prior knowledge</b> Ensure you refer and revise <b>Year 1</b> <b>Year 2</b></p>	<p><b>WORD</b> Formation of <b>nouns</b> using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms <b>a</b> or <b>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 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 -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using suffixes such as -ful, -less (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></p>	<p><b>SENTENCE</b> 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>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>TEXT</b> 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</b> and <b>past 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>PUNCTUATION</b> 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</b> to separate items in a list</p> <p><b>Apostrophes to mark where letters are missing in spelling and to 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 and for the personal pronoun I</b></p>	<p><b>TERMINOLOGY</b> 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 (past, present) apostrophe, comma</b></p> <p><b>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</b></p>

**EXPERIENTIAL**
**COMMUNITY**
**CREATIVITY**
**ASPIRATIONAL**


in Standard English to turn  
adjectives into adverbs

Regular **plural noun** suffixes –s  
or –es [for example, dog,  
dogs; wish, wishes], including  
the effects of these suffixes on  
the meaning of the noun

Suffixes that can be added to  
verbs where no change is  
needed in the spelling of root  
words (e.g. helping, helped,  
helper)

How the prefix un– changes  
the meaning of verbs and  
adjectives [negation, for  
example, unkind, or undoing:  
untie the boat]

**TIER 2 VOCABULARY**

*Tier 2 words are those that  
provide access to more  
complex topics and discussions  
outside of the everyday, eg  
relative, vary, frown, swoop,  
hesitate*

**September**

arctic  
bold  
border  
climate  
fierce  
opposite  
mystify  
award  
reverse  
steer

**October**

act  
active  
cling  
convince  
confess  
ordeal  
observe  
pastime  
extend  
struggled

**January**

chill  
advice  
nation  
ancient  
abandon  
passage  
nursery  
plunge  
schedule  
swift

**February**

board  
arrange  
contain  
launch  
grasp  
gasp  
risk  
enable  
triumph  
rely

**May**

coward  
avoid  
deed  
loyal  
grace  
digest  
rare  
ban  
volunteer  
respect

**June**

attract  
average  
brave  
journey  
recall  
coast  
prevent  
collect  
wander  
responsible

**November**

signal  
spoil  
starve  
tour  
prefer  
prepare  
alert  
afford  
terror  
reduce

**December**

capture  
fortunate  
adopt  
advantage  
frail  
abundant  
origin  
perform  
scatter  
balance

**March**

continent  
crew  
pause  
limit  
glide  
doze  
examine  
suitable  
value  
remark

**April**

brief  
brilliant  
custom  
bounce  
habit  
globe  
diagram  
explore  
vision  
resident





## 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: Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch</li> </ul>	<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 Reader's' needs</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, even if</li> <li>- adverbs: e.g. soon, yesterday, always, now, inside</li> <li>- prepositions: e.g. because of, below, through, beside, with</li> </ul> </li> <li>• Use fronted adverbials + comma</li> </ul>