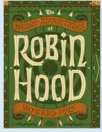
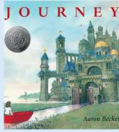
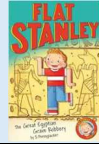
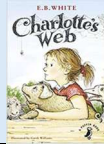

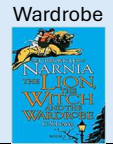


Year 3 Writing Progression Document

Text		Robin Hood 	Journey 	Flat Stanley 	Charlotte's Web 	The Worst Witch 	The Lion, The Witch & The Wardrobe 
Outcomes		Newspaper Poetry	Instructions Description	Newspaper Advertising	Stories Letter	Biography Poster	Poetry Description
Purposes Covered		Inform Entertain	Inform Entertain	Inform Persuade	Entertain Persuade	Inform Persuade	Entertain Entertain
Sentence Coverage (these may be taught multiple times throughout the sequence)	Grammar	<p>To maintain the correct tense</p> <p>Use of forms 'a' or 'an' correctly</p> <p>Use co-ordinating conjunctions to link two main ideas</p> <p>Use subordinating conjunctions in the middle of sentences</p> <p>Use subordinate clauses to add detail or context (<i>Although</i> he was scared, he still entered)</p> <p>Use sentences with different forms: statement, questions, exclamation, command</p> <p>Use imperative verbs to convey urgency</p> <p>Use expanded noun phrases to add details and description (our fantastic resort has amazing facilities)</p>		<p>Use co-ordinating conjunctions to link two main ideas</p> <p>Use subordinate clauses to add detail or context (<i>Although</i> he was scared, he still entered)</p> <p>Headings and sub-headings to add presentation</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use imperative verbs to convey urgency</p> <p>Use rhetorical questions to engage the reader</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Introduce paragraphs as a way to group related material</p>		<p>Introduce paragraphs as a way to group related material</p> <p>Begin to use present perfect tense to place events in time (This week, we have visited the Science Museum)</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Headings and sub-headings to add presentation</p> <p>Use imperative verbs to convey urgency</p> <p>Use rhetorical questions to engage the reader</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	
	Punctuation	<p>Use capital letters for the start of a sentence and for proper nouns</p> <p>Use full stops accurately</p> <p>Form letters correctly</p> <p>Use commas to separate items in a list</p> <p>Use commas to mark subordinate clauses</p> <p>Consolidate four main punctuation marks (.,?!)</p> <p>Use bullet points</p>		<p>Consolidate four main punctuation marks (.,?!)</p> <p>Use commas to mark subordinate clauses</p> <p>Use capital letters for the start of a sentence and for proper nouns</p> <p>Use ? and ! for rhetorical and exclamatory sentences</p> <p>Use bullet points</p> <p>Use commas after fronted adverbials and subordinate clauses</p>		<p>Introduce inverted commas to punctuate direct speech</p> <p>Use commas after fronted adverbials and subordinate clauses</p> <p>Use apostrophes to mark possession and contraction</p> <p>Use bullet points</p> <p>Use ? and ! for rhetorical and exclamatory sentences</p> <p>Consolidate four main punctuation marks (.,?!)</p>	
Writing (transcription & composition)		<p>Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</p> <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 un-joined</p> <p>Discuss and record ideas</p> <p>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context</p> <p>Begin to understand some understanding of audience and purpose across a range of texts</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p>		<p>Use joined handwriting with increasing accuracy</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> <p>Start to organise paragraphs around a theme</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>In non-narrative material, use simple organisational devices (headings and sub-headings)</p> <p>Maintain tense around a theme</p> <p>In narratives, create settings, characters and plot</p>		<p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Demonstrate an understanding of audience and purpose across a range of texts</p> <p>Use basic structure of a wider range of text types</p> <p>Make more ambitious word choices to add detail</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	
Spelling		Prefixes 'dis' and 'in' Adding 'im'	Suffix 'ous' Suffix 'ly' Words ending in 'ture'	Adding -ation' to verbs 'C' sound spelt 'ch'	'Sh' sound spelt 'ch' Short 'l' sound spelt 'y' Suffix 'ion'	Suffix 'ian' Prefix 're'	Prefix 'anti' Prefix 'super' Prefix -sub'