

Writing Progression | Year 3

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context		
<p><b>(Key performance indicators in bold)</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"><li>Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li><li>Discussing and recording ideas</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul> <p><b>Structure</b></p> <ul style="list-style-type: none"><li><b>Organising paragraphs around a theme.</b></li></ul> <p><b>Range and devices</b></p> <ul style="list-style-type: none"><li><b>In narratives, creating settings, characters and plot</b></li><li>In non-narrative material, using simple organisational devices(for example headings and subheadings)</li></ul> <p><b>Edit and proof-read</b></p> <ul style="list-style-type: none"><li>Proposing changes to grammar and vocabulary to improve consistency</li><li><b>Proof-read for spelling and punctuation errors</b></li></ul> <p><b>Evaluate own writing</b></p> <ul style="list-style-type: none"><li>Assessing the effectiveness of their own writing and suggesting improvements</li></ul> <p><b>Oral presentation of writing</b></p> <ul style="list-style-type: none"><li>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</li></ul>	<p><b>Vocabulary, grammar and punctuation Text</b></p> <ul style="list-style-type: none"><li>Headings and sub- headings to aid presentation.</li><li>Introduction of paragraphs as a way to group related material.</li></ul> <p><b>Sentence Construction</b></p> <ul style="list-style-type: none"><li>Develop their understanding of the concepts set out in Appendix 2 by:<ul style="list-style-type: none"><li>Using the present perfect form of verbs in contrast to the past tense</li><li>Using conjunctions, adverbs and prepositions to express time, place and cause</li><li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</li></ul></li></ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>Uses inverted commas [speech marks] to punctuate speech</li></ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"><li>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’</li></ul> <p><b>Standard English</b></p> <ul style="list-style-type: none"><li>Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>)</li></ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"><li>Uses further prefixes and suffixes and understand how to add them (English Appendix 1 page 59-64)</li><li>Spells further homophones</li><li>Spells words that are often misspelt (English Appendix 1)</li><li><b>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b></li><li>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li><li><b>There is an increased legibility, consistency and quality to their handwriting</b></li><li>Places the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li><li>Uses the first two or three letters of a word to check its spelling in a dictionary</li></ul>	<p><u><b>Autumn (</b></u></p> <ul style="list-style-type: none"><li>Narrative: The Bear and the Piano</li><li>Report: Letter Stone Age Boy, Letter- The Dark, Non-chronological report Stone Age/Bronze Age</li><li>Persuasive formal speech linked to The Lost Species</li></ul>	<p><u><b>Spring</b></u></p> <ul style="list-style-type: none"><li>Narrative: Varmints (Helen Ward), Volcano (focus on ending)</li><li>Non-chronological report: Mount Pelee</li><li>Instructions: How to look after a plant</li><li>Explanation: Earthquakes</li><li>Poetry: word classes, seasonal</li></ul>	<p><u><b>Summer</b></u></p> <ul style="list-style-type: none"><li>Narrative: stories with a moral -The Bridge – Literacy Shed and Aesop’s Fables</li><li>Recount: Boudicca’s rebellion from point of view of Celt girl (BBC animation for stimulus)</li><li>Explanation: Why did the Romans invade?</li><li>Discussion: Legacy of the Romans</li><li>Poetry: Boudicca</li></ul>
		<p><u><b>Possible writing stimuli</b></u></p> <ul style="list-style-type: none"><li>Stone Age Boy (Satoshi Kitamura)</li><li>The Greedy Brownie myth The Stone Age: Hunters, Gatherers and Woolly Mammoths (Marcia Williams)</li><li>The History Detective Investigates: Stone Age to Iron Age</li><li>Book ideas at <a href="https://www.booksfortopics.com/stone-age-to-iron-age">https://www.booksfortopics.com/stone-age-to-iron-age</a></li></ul>	<p><u><b>Possible writing stimuli</b></u></p> <ul style="list-style-type: none"><li>This Little Pebble (Anna Claybourne and Sally Garland)</li><li>Volcanoes and Earthquakes (Kathy Furgang)</li><li>Further book ideas at <a href="https://www.booksfortopics.com/awesome-earth">https://www.booksfortopics.com/awesome-earth</a></li></ul>	<p><u><b>Possible writing stimuli</b></u></p> <ul style="list-style-type: none"><li>Empire’s End – A Roman Story (Leila Rasheed)</li><li>So You Think You’ve Got it Bad: A Kid’s Life in Ancient Rome (Chae Strathie and Marisa Morea)</li><li>Romans on the Rampage (Jeremy Strong)</li><li>The Romans: Gods, Emperors and Dormice (Marcia Williams)</li><li>Boudica’s Army (Hilary McKay)</li></ul>
		<b>Spelling</b>		
		<p><b>Year 3 Statutory Requirements:</b></p> <ul style="list-style-type: none"><li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>spell further homophones</li><li>spell words that are often misspelt (English Appendix 1)</li><li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li><li>use the first two or three letters of a word to check its spelling in a dictionary</li><li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li><li>proof-read for spelling errors</li></ul>		
		<p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"><li>The /ow/ sound spelled ‘ou.’</li><li>The /u/ sound spelled ‘ou.’</li><li>Spelling Rule: The /i/ sound spelled with a ‘y.’</li><li>Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’</li><li>Words with endings that sound like /ch/ is often spelled –‘ture’ unless the root word ends in (t)ch.</li><li>Challenge words</li><li>Words with the prefix ‘re-’ ‘re-’ means ‘again’ or ‘back.’</li><li>The prefix ‘dis-’</li><li>The prefix ‘mis-’</li><li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li><li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li><li>Challenge words</li></ol>	<p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"><li>The long vowel /a/ sound spelled ‘ai’</li><li>The long /a/ vowel sound spelled ‘ei.’</li><li>The long /a/ vowel sound spelled ‘ey.’</li><li>Adding the suffix –ly.</li><li>Homophones</li><li>Challenge Words</li><li>The /l/ sound spelled ‘-al’ at the end of words.</li><li>The /l/ sound spelled ‘-le’ at the end of words.</li><li>Adding the suffix –ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’</li><li>Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’</li><li>Adding the suffix –ly. Words which do not follow the rules.</li><li>Challenge Words</li></ol>	<p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"><li>Words ending in ‘-er’ when the root word ends in (t)ch.</li><li>Words with the /k/ sound spelled ‘ch.’</li><li>Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’</li><li>Words with the /s/ sound spelled ‘sc’</li><li>Homophones:.</li><li>Challenge Words</li><li>The suffix ‘-sion’ pronounced /ʒən/</li><li>Revision – spelling rules we have learned in Stage 3.</li><li>Revision – spelling rules we have learned in Stage 3.</li><li>Revision – spelling rules we have learned in Stage 3.</li><li>Revision – spelling rules we have learned in Stage 3.</li><li>Revision – spelling rules we have learned in Stage 3.</li></ol>
		<p><b>Learning Spellings</b></p> <ul style="list-style-type: none"><li>Learn words taught in new knowledge this term.</li><li>Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching.</li><li>Learn words from personal list (if applicable).</li><li>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from <b>Y3/4 word list groups</b>.</li></ul>		