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**KEY TECHNICAL SKILLS FOR YEAR 3**

Paragraphs

Speech

Range of subordination

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 3**

**2024-2025**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | 7 weeks | 8 weeks | 6 weeks | 5 weeks | 6 weeks | 7 weeks |
| Year 3 | **Text type:**  Portal Narrative  **Model text:** Stone Age Boy  **Toolkit:** Basic punctuation and adjectives  **Hot task:**  Portal Narrative  **Non-Fiction**  **Text type:**  Instruction text  **Model text:**  How to Trap a Troll  **Toolkit:**  Instructions  **Hot task:**  How to trap a creature. | **Text type:**  Discovery  **Model text:**  Stone Girl Bone Girl by Laurence Anholt  **Toolkit:**  Expanded noun phrases and dialogue.  **Hot task:**  Discovering something  **Text type:**  **Text type:**  Information Text  **Model text:**  The truth about trolls.  **Toolkit:**  Non-Chronological Report  **Hot task:**  Own-choice troll non-chronological report | **Text type:**  Character Description  **Model text:**  Mythical Creature description  **Toolkit:**  Description - people  **Hot task:**  Describing their own creature.  **Text type:**  Biography  **Model text:**  Greek God Biography  **Toolkit:**  Chronological Report  **Hot task:**  Greek God Biography (Of their choice) | **Text type:**  Warning Story  **Model text:**  The Caravan by Pie Corbett  **Toolkit:**  Warning – Creating suspense and dialogue  **Hot task:**  Warning (Of their choice) story. | **Text type:**  Disaster Story  **Model text:**  Escape from Pompeii  **Toolkit:**  Setting description.  **Hot task:**  Disaster at school narrative.  **Text type:**  Explanation Text  **Model text:**  How to be an extraordinary teacher.  **Toolkit:**  Explanation – Cause and effect.  **Hot task:**  How to be an extraordinary pupil. | **Text type:**  Wishing Tale  **Model text:**  The King of Fishes  **Toolkit:**  Characterisation  **Hot task:**  Wishing Tale based on their own characters. |

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| Spelling | | Handwriting |
| * Pupils should be taught to use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in singular words * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | * Pupils should be taught to 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 * increase the legibility, consistency and quality of their handwriting |
| Composition | Vocabulary, Grammar and Punctuation | |
| Pupils should be taught to plan their writing by:   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) * organising paragraphs around a theme in narratives, creating settings, characters and plot * organising paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because * using conjunctions, simple time adverbs (eg. *next, later, finally, firstly*) * using and punctuating direct speech (focus on use of speech marks to show spoken words and *said*-clause).   Terminology   * letter, capital letter, lower case, upper case * word, singular, plural * compound, suffix * word family, prefix, suffix * consonant, vowel * synonym, opposite * sentence, statement, question, exclamation, command * word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction * tenses: past, present, future * direct speech * punctuation, full stop, question mark, exclamation mark   apostrophe, comma, inverted commas (or ‘speech marks’) | |