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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
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| 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’) |