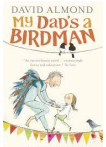


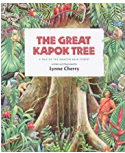



Year 3 Writing Progression

Year 3							
Grammatical Terminology to teach							
Year 2 review							
noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma							
Year 3							
adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas(or 'speech marks')							
Autumn 1							
Supporting text/s:   	Spelling: <ul style="list-style-type: none"> distinguishing between homophones and near-homophones use further prefixes and suffixes and understand how to add them apply simple spelling rules and guidance from Appendix 1 as set out in the Home 	Grammar: <ul style="list-style-type: none"> use the correct form of 'a' or 'an' the present and past tenses correctly and consistently including the progressive form use subject specific nouns use expanded noun phrases subordination 	Punctuation: <ul style="list-style-type: none"> use full stops, capital letters consistently and correctly use exclamation marks, question marks commas for lists and apostrophes for contracted forms and the possessive (singular) 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally progressively building a varied and rich vocabulary <p>Drafting:</p> <ul style="list-style-type: none"> organising paragraphs around a theme 	Transcription: <ul style="list-style-type: none"> form all letters consistently on the line write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use the diagonal and horizontal strokes needed 	Writing outcomes: <ul style="list-style-type: none"> Story with a historical setting Fantasy story - characterisation Poetry - using the senses

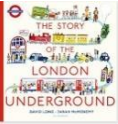
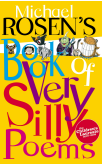

Year 3 Writing Progression

	Learning overview	(using when, if, that, or because) and coordination (using or, and, or but,)			<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing and suggesting improvements • the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code 	<p>to join letters</p> <ul style="list-style-type: none"> • understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters 	
Autumn 2							
<p>Supporting text/s:</p> 	<p>Spelling:</p> <ul style="list-style-type: none"> • distinguishing between homophones and near-homophones 	<p>Grammar:</p> <ul style="list-style-type: none"> • use the correct form of 'a' or 'an' • using the present perfect form of verbs 	<p>Punctuation:</p> <ul style="list-style-type: none"> • use full stops, capital letters consistently and correctly • use exclamation 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing 	<p>Transcription:</p> <ul style="list-style-type: none"> • form all letters consistently on the line • write capital letters and 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Persuasive text • Information text

Year 3 Writing Progression

	<ul style="list-style-type: none"> • spell words that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>in contrast to the past tense</p> <ul style="list-style-type: none"> • form nouns using prefixes (super-, anti-) •subordination (using when, if,that, or because) and coordination (using or, and, or but, however, although, also) •use expanded noun phrases •use persuasive phrases and modal verbs • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>marks, question marks</p> <ul style="list-style-type: none"> •commas for lists and apostrophes for contracted forms and the possessive (singular) • using and punctuating direct speech (i.e. Inverted commas) 		<p>sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally progressively building a varied and rich vocabulary <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in non-narrative material,using simple organisational devices (headings & subheadings) <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing 	<p>digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters •understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Science fiction - characterisation
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Year 3 Writing Progression

					<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency proofread for spelling and punctuation errors, using the Brecknock Marking code 		
Spring 1							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> distinguishing between homophones and near-homophones spell further homophones place the possessive apostrophe accurately in words with regular plurals and in words with irregular 	<p>Grammar:</p> <ul style="list-style-type: none"> use the correct form of 'a' or 'an' using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) some features of written Standard 	<p>Punctuation:</p> <ul style="list-style-type: none"> use full stops, capital letters consistently and correctly use exclamation marks, question marks commas for lists and apostrophes for contracted forms and the possessive (singular and plural) 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence 	<p>Transcription:</p> <ul style="list-style-type: none"> form all letters consistently on the line write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use the diagonal and 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> Persuasive letter Adventure story - action and suspense Poetry - rhythm


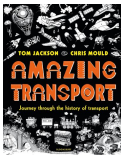
Year 3 Writing Progression

	<p>plurals</p> <ul style="list-style-type: none"> • spell words that are often misspelled (Appendix1) • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>English</p> <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause (and place) • word families based on common words(solve, solution, dissolve, insoluble) • begin to use features of suspense - short sentences, similes, powerful verbs • use persuasive phrases and modal verbs 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 		<p>structures</p> <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proofread for spelling and punctuation errors, using the Brecknock Marking code 	<p>horizontal strokes needed to join letters</p> <ul style="list-style-type: none"> • understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
Spring 2							
Supporting text/s:	<p>Spelling:</p> <ul style="list-style-type: none"> • spell further homophones • place the 	<p>Grammar:</p> <ul style="list-style-type: none"> • use the correct form of 'a' or 'an' 	<p>Punctuation:</p> <ul style="list-style-type: none"> • use full stops, capital letters consistently and correctly 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas 	<p>Transcription:</p> <ul style="list-style-type: none"> • form all letters consistently on the line 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Explanation text

Year 3 Writing Progression

  	<p>possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> spell words that are often misspelled (Appendix1) use the first 2 or 3 letters of a word to check its spelling in a dictionary apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense word families based on common words(solve,sol ution, dissolve, insoluble) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition some features of written 	<ul style="list-style-type: none"> use exclamation marks, question marks commas for lists and apostrophes for contracted forms and the possessive (singular and plural) 		<ul style="list-style-type: none"> composing and rehearsing sentences orally and using an increasing range of sentence structures <p>Drafting:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material,using simple organisational devices (headings & subheadings) <p>Editing:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use the diagonal and horizontal strokes needed to join letters understand which letters, when adjacent to one another, are best left unjoined use spacing between words that reflects the size of the letters write from memory simple sentences, dictated by the teacher, that include words and 	<ul style="list-style-type: none"> Report WBD narrative
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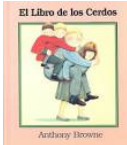

Year 3 Writing Progression

		Standard English			<p>improvements</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code 	punctuation taught so far.	
Summer 1							
<p>Supporting text/s:</p>  	<p>Spelling:</p> <ul style="list-style-type: none"> • spell further homophones • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • spell words 	<p>Grammar:</p> <ul style="list-style-type: none"> • use the correct form of 'a' or 'an' • using the present perfect form of verbs in contrast to the past tense • extending the range of sentences with more than one 	<p>Punctuation:</p> <ul style="list-style-type: none"> • use full stops, capital letters consistently and correctly • use exclamation marks, question marks • commas for lists and apostrophes for contracted 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing 	<p>Transcription:</p> <ul style="list-style-type: none"> • form all letters consistently on the line • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Explanation text • Report

Year 3 Writing Progression

	<p>that are often misspelled (Appendix1)</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • word families based on common words (solve, solution, dissolve, insoluble) 	<p>forms and the possessive (singular and plural)</p>		<p>range of sentence structures</p> <p>Drafting:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in non-narrative material, using simple organisational devices (headings & subheadings) <p>Editing:</p> <ul style="list-style-type: none"> • 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 	<p>letters</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters • understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
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Year 3 Writing Progression

					<ul style="list-style-type: none"> • proofread for spelling and punctuation errors, using the Brecknock Marking code 		
Summer 2							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> • spell further homophones • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • spell words that are often misspelled (Appendix1) • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance 	<p>Grammar:</p> <ul style="list-style-type: none"> • use the correct form of 'a' or 'an' • using the present perfect form of verbs in contrast to the past tense • word families based on common words (solve, solution, dissolve, insoluble) • using conjunctions, adverbs and prepositions to express time and cause (and place) • begin to use features of suspense - 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using a colon to signify a new speaker • use full stops, capital letters consistently and correctly • use exclamation marks, question marks • commas for lists and apostrophes for contracted forms and the possessive (singular) 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • composing and rehearsing sentences orally progressively building a varied and rich 	<p>Transcription:</p> <ul style="list-style-type: none"> • form all letters consistently on the line • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use the diagonal and horizontal strokes needed to join letters • understand which letters, when adjacent to one another, are best left 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Setting description • Playscript • Poetry - rhyming couplets Myth

Year 3 Writing Progression

	from Appendix 1 as set out in the Home Learning overview	short sentences, similes, powerful verbs, rhetorical questions			<p>vocabulary and an increasing range of sentence structures</p> <p>Drafting:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) <p>Editing:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to 	<p>unjoined</p> <ul style="list-style-type: none"> use spacing between words that reflects the size of the letters write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
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Year 3 Writing Progression

					<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none">• proofread for spelling and punctuation errors, using the Brecknock Marking code		
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