

Year 3 Writing Progression

Range of Writing	<ul style="list-style-type: none"> • Fiction: fables, folk tales, mystery, adventure, fantasy. • Non-fiction: diaries, non-chronological reports, explanations, recounts (biographies) • Poetry: classic poems, shape poems, calligrams, poems on a theme. 			
	Key Learning	Autumn Term	Spring Term	Summer Term
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y3 spelling objectives.			
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y3 handwriting objectives.			
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Identify clauses in sentences. • Identify clauses in sentences. • Explore and identify main and subordinate clauses in multi-clause sentences. • Use the comma to separate clauses in multi-clause sentences where the subordinate clause appears first e.g. <i>Although it was raining, we decided not to take our coats.</i> 	<ul style="list-style-type: none"> • Identify clauses in sentences. • Explore and identify main and subordinate clauses in multi-clause sentences. 	<ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i> 	
	<ul style="list-style-type: none"> • Explore, identify and create multi-clause sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i> 	<ul style="list-style-type: none"> • Explore, identify and create multi-clause sentences using a range of conjunctions e.g. <i>when, while, before, after.</i> 	<ul style="list-style-type: none"> • Explore, identify and create multi-clause sentences using a range of conjunctions e.g. <i>if, although, so.</i> 	<ul style="list-style-type: none"> • Explore, identify and create multi-clause sentences using a range of conjunctions e.g. <i>while, since.</i>
	<ul style="list-style-type: none"> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> 	<ul style="list-style-type: none"> • Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i> 		
	<ul style="list-style-type: none"> • Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> 	<ul style="list-style-type: none"> • Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i> 		
	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech (speech marks). 		<ul style="list-style-type: none"> • Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks).</i> • Identify and use inverted commas (speech marks), to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i> • Use inverted commas to punctuate direct speech (speech marks) in independent writing. 	
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). 			<ul style="list-style-type: none"> • Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We have researched healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past). • Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, <i>"I don't know where Stig has gone."</i> (present perfect) instead of Barney said, <i>"I don't know where Stig went."</i> (simple past).
	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns. 	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>third person in narratives (she, her, he, his, him, they, them, their, theirs, it, its).</i> 	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours).</i> 	<ul style="list-style-type: none"> • Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i>
	<ul style="list-style-type: none"> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> 	<ul style="list-style-type: none"> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> 		
	<ul style="list-style-type: none"> • Use possessive apostrophe correctly 			<ul style="list-style-type: none"> • Correctly use possessive apostrophes with singular nouns.

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Composition: Planning	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. to retell events from <i>Walt Disney's life</i> for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. to entertain other Year 3 children with poems for a class anthology. Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. to entertain children in Year 1 with our fantasy stories. Discuss the vocabulary, grammar and structural organisation needed e.g. opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of single clause and occasional use of multi-clause sentences using conjunctions; some dialogue.
	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. 	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, timeline, boxing up. 	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc. 	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.
Composition: Drafting & Writing	<ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. 	<ul style="list-style-type: none"> Create and develop characters for narrative, e.g. using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour. 	<ul style="list-style-type: none"> Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. "Get out of here!" shouted Bob angrily. 	<ul style="list-style-type: none"> Create and develop settings for narrative, e.g. precise nouns, adjectives, noun phrases, details relating to the five senses.
		<ul style="list-style-type: none"> Improve a passage prepared by the teacher (e.g. one written using simple sentences only) with a focus on different sentence structures. 	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).
	<ul style="list-style-type: none"> Group related material into paragraphs. Use headings and sub headings to organise information. 	<ul style="list-style-type: none"> Using facts provided by the teacher, group related material into paragraphs e.g. sort facts on cards under headings provided. 	<ul style="list-style-type: none"> Group related material into paragraphs, e.g. write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher. 	<ul style="list-style-type: none"> Group related material into paragraphs, identifying suitable headings, e.g. write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.
Composition: Evaluating & Editing	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Proofread to check for errors in taught spelling, grammar and punctuation in own writing. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. independently using a dictionary to check spellings.
	<ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> Discuss own writing with the teacher and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> Discuss and propose changes with partners and improve writing in the light of evaluation. 	<ul style="list-style-type: none"> With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. pausing at commas to mark clauses in multi-clause sentences in their own story; changing their voice for different characters when reading dialogue. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how something is said.