



Unity Community Primary School
Curriculum Progression in Writing - Year 3
2023-2024

**KEY TECHNICAL SKILLS FOR
 YEAR 3**

Paragraphs
 Speech
 Range of subordination

	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	<p><u>Text type:</u> Historical Narrative</p> <p><u>Model text:</u> Stone Girl Bone Girl by Laurence Anholt</p> <p><u>Toolkit:</u> Story Structure</p> <p><u>Hot task:</u> Discovery Narrative</p>	<p><u>Text type:</u> Personal Account</p> <p><u>Model text:</u> What we did on our trip.</p> <p><u>Toolkit:</u> Recount</p> <p><u>Hot task:</u> What we did on our trip to Stump Cross.</p>	<p><u>Text type:</u> Character Description</p> <p><u>Model text:</u> Mythical Creature description</p> <p><u>Toolkit:</u> Description - people</p> <p><u>Hot task:</u> Describing their own creature.</p>	<p><u>Text type:</u> Warning Story</p> <p><u>Model text:</u> The Caravan by Pie Corbett</p> <p><u>Toolkit:</u> Warning – Creating suspense.</p> <p><u>Hot task:</u> Warning (Of their choice) story.</p>	<p><u>Text type:</u> Disaster Story</p> <p><u>Model text:</u> Escape from Pompeii</p> <p><u>Toolkit:</u> Setting description.</p> <p><u>Hot task:</u> Disaster at school narrative.</p>	<p><u>Text type:</u> Wishing Tale</p> <p><u>Model text:</u> The King of Fishes</p> <p><u>Toolkit:</u> Characterisation</p> <p><u>Hot task:</u> Wishing Tale based on their own characters.</p>

<p><u>Non-Fiction</u> <u>Text type:</u> Instruction text</p> <p><u>Model text:</u> How to Trap a Troll</p> <p><u>Toolkit:</u> Instructions</p> <p><u>Hot task:</u> How to trap a creature.</p>	<p><u>Text type:</u> Defeating the monster story.</p> <p><u>Model text:</u> Little Red</p> <p><u>Toolkit:</u> Dialogue.</p> <p><u>Hot task:</u> Defeating their own monster story.</p>	<p><u>Text type:</u> Biography</p> <p><u>Model text:</u> Greek God Biography</p> <p><u>Toolkit:</u> Chronological Report</p> <p><u>Hot task:</u> Greek God Biography (Of their choice)</p>		<p><u>Text type:</u> Explanation Text</p> <p><u>Model text:</u> How to be an extraordinary teacher.</p> <p><u>Toolkit:</u> Explanation – Cause and effect.</p> <p><u>Hot task:</u> How to be an extraordinary pupil.</p>	<p><u>Text type:</u> Information Text</p> <p><u>Model text:</u> The truth about mountain ogres.</p> <p><u>Toolkit:</u> Non-Chronological Report</p> <p><u>Hot task:</u> Own-choice ogre non-chronological report.</p>
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<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Handwriting</p> <ul style="list-style-type: none"> • 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')

