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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  | 6 weeks  | 6 weeks  | 7 weeks  |
| Year 3 | **Text type:**Portal Narrative**Model text:** *Stone Age Boy***Key skills:** Basic punctuation and adjectives**Hot task:**Portal Narrative**Non-Fiction****Text type:**Instruction text**Model text:***How to Trap a Troll***Keys kills:**SubheadingsImperative verbsAdverbials of time**Hot task:**How to trap a creature | **Text type:**Discovery**Model text:***Stone Girl, Bone Girl* by Laurence Anholt**Key skills:**Expanded noun phrases and dialogue.**Hot task:**Discovering something**Text type:**Information Text**Model text:***The BFG***Key skills:**Non-Chronological ReportSubheadingsParagraphs**Hot task:**Own-choice troll non-chronological report | **Text type:**Greek myths**Text:**Selection of Greek myths **Hot task:** Defeating a monster Narrative**Key skills:**DialogueSubordination**Text type:**Persuasive letter**Key Skills:**SubordinationPoint and ExplainAdverbials of time.**Text:***The King Who Banned the Dark* **Hot task:** Write own persuasive letter. | **Text type:**Fantasy Story **Text:***Leon and the place between* **Hot task:** Portal narrative**Key skills:**ParagraphsDialogue**Text type:**Diary Entry**Text:***The Proudest Blue***Hot task:** Write a diary from the perspective of the MC**Key skills:**First person pronounsChronological orderAdverbials of timeConveying thoughts and feelings. | **Text type:**Disaster Story**Model text:** *Escape from Pompeii***Key skills:**Setting description. Paragraphs**Hot task:**Disaster at school narrative. **Text type:** Explanation text **Model text:** *The Pebble in my Pocket***Key skills:**Range of conjunctionsTechnical vocabularySubheadings**Hot task:**Explanation text on volcanoes | **Text type:** Inspirational fiction**Model text:***The Girl Who Planted Trees***Key skills:** First Person NarrativeDialogueExpanded noun phrases.**Hot task:** First Person Narrative**Model text:** *The Girl Who Planted Trees***Key skills:** Persuasive argumentparagraphs, emotive language (*amazing, incredible*).**Hot task:** The impact of cutting down trees |

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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’)
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