



Year 3 Progression Overview Talk for Writing

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map /story mountain /story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions <i>Next to, by the side of, In front of, during, through, throughout, because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words, showing how words are related in form and meaning e.g. <i>teacher – teach, beauty – beautiful</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Statement/ question/ exclamation / command</p> <p>Full stops</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>'Speech marks'</p> <p>Bullet points</p> <p>Apostrophe (contractions only)</p> <p>Commas for sentence of 3 - description</p> <p>singular/plural</p> <p>suffix</p> <p>adjective / noun / noun phrases</p> <p>verb / adverb</p> <p>tense (past, present)</p> <p>Connective</p> <p>Generalisers</p>



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Non-Fiction

Introduce:

Secure use of planning tools:

e.g. Text map, washing line, 'Boxing – up' grid, story grids

Paragraphs to organise ideas around a theme

Introduction

Develop hook to introduce and tempt reader in e.g. *Who....? What....? Where....? Why....? When....? How....?*

Middle Section(s)

Group related ideas /facts into paragraphs
Sub headings to introduce sections / paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
Bullet points for facts Flow diagram

Develop Ending

Personal response
Extra information/reminders e.g. Information boxes/ Five Amazing Facts / Wow comment

Use of the perfect form of verbs to mark relationships of time and cause
e.g. *I have written it down so I can check what it said.* **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*

Develop complex sentences (Subordination) with range of subordinating conjunctions
-‘ing’ clauses as starters e.g. *Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.*

Drop in a relative clause using: who/whom/which/whose/that e.g. *The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.*

Sentence of 3 for description e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*

Pattern of 3 for persuasion e.g. *Visit, Swim, Enjoy!*

Topic sentences to introduce non-fiction paragraphs e.g. *Dragons are found across the world.*

Dialogue –powerful speech verb
e.g. *“Hello,” she whispered.*

Use of determiners a or an according to whether the next word begins with a vowel
e.g. *a rock, an open box*

Alliteration

Simile – ‘as’/ ‘like’

Introduce:

Word family

Conjunction

Coordinating conjunction

Subordinating conjunction

Clause

Subordinate clause

Adverb

Preposition

Direct speech

Inverted commas

Prefix

Consonant/Vowel

Determiner

Synonyms

Relative clause

Relative pronoun

Imperative

Colon for instructions