



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: Long sentences to add description or information. 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: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</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 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