

Year 3 Writing Progression

At the beginning of some Year 3 children will be taught English by following the scheme Read, Write Inc.

Text Types Covered			Jane Considine Units	Handwriting Expectations
Book	Genre	Text Type	Through the ages KRP Autumn 1	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Stone Age Boy – Satoshi Kitamura	Fiction	Story	<ul style="list-style-type: none"> Stone Age Boy – Satoshi Kitamura (Narrative Story) 	
Skara Brae – Jane Considine	Non-Fiction	Holiday Brochure	<ul style="list-style-type: none"> Skara Brae – (Non Fiction - persuasive Holiday Brochure) Autumn Is Here (Poetry) 	
Autumn is Here – Jane Considine	Poetry	Poetry	Mighty Metals Autumn 2	
How a Robot Dog Works – Jane Considine	Non-Fiction	Explanation	<ul style="list-style-type: none"> How a Robot Dog works - Explanation Non Fiction (text on Write Stuff) Iron Man – Ted Hughes – Science Fiction narrative (Y4) 	
Iron Man Ted	Fiction	Science Fiction	Rumbles, rocks and relics KRP Spring 1	
The Secret of Black Rock – Joe Todd Stranton	Fiction	Adventure	<ul style="list-style-type: none"> The Secret of Black Rock – Joe Todd-Stanton - adventure The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer - explanation 	
The Street Beneath My Feet – Charlotte Guillain and Yuval Zommer	Non - Fiction	Explanation	Gods and Mortals Spring 2	
Theseus and the Minotaur – Hugh Lupton and Daniel Morden	Fiction	Myth	<ul style="list-style-type: none"> Theseus and the Minotaur retold by Hugh Lupton & Daniel Morden - myth How to make a Trojan horse (non-fiction instructions) Not WS 	
The Journal of Illiona A young	Non Fiction	Diary	Predator Summer 1	
			<ul style="list-style-type: none"> Skeletons and muscles – An Anthology of Intriguing Animals by Ben Hoare – non-chronological report Wolves in the Walls- Neil Gaiman 	
			Flow Summer 2	
			<ul style="list-style-type: none"> Flood by Alvaro F. Villa, I asked the little boy who couldn't see- poetry (new release) 	

Slave – Jane Considine				
Skeletons and muscles – An anthology of Intriguing Animals – Ben Hoare	Non-Fiction	Non Chronological Report		
Wolves in the Walls – Neil Gaiman	Fiction	Suspense		
Flood – Alvaro F. Villa	Fiction	Tragedy		
I asked the little boy who couldn't see – Jane Considine	Poetry	Poetry		

Spelling	Composition	Vocabulary, Grammar and Punctuation
<p>Use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix -ly.</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material.</p> <p>Draft and write in narratives, creating settings, characters and plot.</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon,</p>

<p>Spell words that are often misspelt (English Appendix 1).</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Draft and write non-narrative material, using headings and sub-headings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>therefore, or prepositions e.g. before, after, during, in, because of.</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks').</p>
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