



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 3

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Narrative: Contemporary Fiction (The Colour of Home). • Narrative: Fairy Tales (Hansel and Gretel, Anthony Brown, Once Upon a Wild Wood by Chris Riddell) • Non-fiction: Recounts Diaries • Non-fiction: Recounts Letters • Persuasive 	<p>Narrative: Contemporary Fiction</p> <ul style="list-style-type: none"> • Includes familiar setting such as school, home or other local places. • Stories often reflect children's own experiences and are often personal and structured as a recount. • Dialogue plays an important part in characterisation. • Characters tend to use language familiar to children. • Contemporary language features include the informal dialogue children use themselves as well as familiar phrases from adults at home and school. • Use dialogue for a purpose to create a character, provide information or move the action along. <p>Narrative: Fairy Tales</p> <ul style="list-style-type: none"> • Setting is nearly always vague e.g. Once upon a time, a long, long time ago. • Most typically a recount structure in chronological order where events retell 	<ul style="list-style-type: none"> • Use of co-ordinating conjunctions to create compound sentences. • Use of subordinating conjunctions to create complex sentences. • Introduce paragraphs as a way to group related material. • Use headings and sub-headings to aid presentation. • Use of 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>what happened to a main character that came into contact with the 'fairy world'.</p> <ul style="list-style-type: none"> • Often the hero or heroine is searching for something and in many tales dreams are fulfilled with a little help for magic. • Fairy tale endings are common but many fairy tales are darker and have a sad ending. • Formulaic sentences are used e.g. there was once a . . . , long ago in the . . . • Language often reflects the settings in the past e.g. thrice, thy, he knew not where he was. • Characters may be fairy folk or even talking animals but make sure they are still interesting, believable characters your reader cares about e.g. a good-hearted hero, a scheming villain, a wise helper. • Decide how the world of people and the world of fairy land will come into contact and how this will cause a problem. • Use phrases that have a strong rhyme or rhythm or another kind of pattern. A magic sentence is repeated several times during the story e.g. on and on walked the little old man. • Use different styles of language for the human beings and the characters from the fairy world when they speak and make a strong contrast between them. <p><i>Recounts (Diaries and Letters)</i></p> <ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. • Identify the sequence of main events. • Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways. 	
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	<ul style="list-style-type: none"> Identify the features of a formal letter. <p>Persuasive</p> <ul style="list-style-type: none"> Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role-play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed and discuss the effectiveness of different strategies used. 	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> Formation of nouns using a range of prefixes such as super-, ant-, and auto-. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words. 	<ul style="list-style-type: none"> An introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Words from the National Curriculum 3/4 list. PLEASE SEE APPENDIX FOR THESE SPELLINGS. The i sound spelt y elsewhere than at the end of the word e.g. myth, pyramid, gym. Words containing the u sound spelt ou e.g. double, trouble. Words using prefixes un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-. Words spelt with the sh sound spelt ch e.g. chef, machine. Words with the s sound spelt sc e.g. science, scene.
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters. 	<p><i>Plan</i></p> <ul style="list-style-type: none"> Discuss writing similar to that of which they are planning to write in order to understand 	<ul style="list-style-type: none"> Word family Conjunction Adverb

<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting. 	<p>and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> • Discuss and record ideas. <p><i>Draft</i></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue). Progressively build a varied and rich vocabulary and increasing range of sentence structures. • Organising paragraphs around a theme. • In narratives, create characters, settings and plots. • In non-narrative, use simple organisational devices e.g. headings and sub-headings. <p><i>Evaluate and Edit</i></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose 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 whole class using intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Preposition • Direct speech • Inverted commas • Prefix • Consonant • Vowel • Clause • Subordinate clause
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