



Year 3											
Uffculme Progression in Writing											
	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
<b>Progression of Core Texts</b>	<i>Fiction</i> <b>Stone Age Boy</b> by Satoshi Kitamura *to be revised	<i>Poetry</i> <b>Walking with my Iguana</b> By Brian Moses *to be revised.	<i>Fiction</i> <b>Jack and the Dream-sack</b> – by Laurence Anholt	<i>Non-fiction</i> <b>How Santa Really Works</b> By Alan Snow	<i>Fiction</i> <b>Grendel a Cautionary Tale About Chocolate</b> by David Lucas	<i>Non-Fiction</i> <b>Rocks</b> By Georgia Amson-Bradshaw	<i>Fiction</i> <b>The Beasties</b> By Jenny Nimmo	<i>Non-fiction</i> <b>Outdoor Wonderland</b> by Josie Jeffery and Alice Lickens	<i>Fiction</i> <b>Cinderella of the Nile</b> By Beverley Naidoo	<i>Non-fiction</i> <b>Dare to Care: Pet Dragon</b> by Sally Symes	<i>Poetry</i> <b>Poetry Pie-</b> By Roger McGough
Links to Wider Curriculum	Stone Age to Iron Age	n/a	n/a	DT and making pneumatic toys. RE-festivals (Christmas)	n/a	Science-rocks and soils	n/a	Science-plants	History/Geography-Egyptians	n/a	n/a
Independent Purposeful Writing Outcomes  <i>Teachers can add specific detail about 'Audience, Purpose and Form' of final outcome.</i>	Descriptive writing based on the structure of Stone Age Boy	To write and perform a poem based on Walking with my Iguana.	To write a fantasy story with dreamlike events and settings.	To create an explanatory text about an imaginary object, e.g. Santa's sleigh	To create a 'wishing' type story based on Grendel.	To write about sedimentary rocks/fossils	To tell own story based on the The Beasties.	To write a similar page for an information book including a set of instructions.	To write another version of the Cinderella story in a different setting.	Letter writing-advice on looking after a creature or object, real or imagined	To write and perform own poems
Writing for purpose - composition focus  <i>NB: Composition strands run throughout the year- This indicates focus only.</i>	Write for different purposes.  Write stories about things that have happened to me or other people  Consider what they are going to write before beginning by writing down ideas.	Write for different purposes.  Read and perform their work to an audience.	Write for different purposes.  Evaluate their writing with the teacher and other pupils.	Write for different purposes.  Consider layout and presentation of information.	Write for different purposes.	Non-chronological report.	Write for different purpose.  Write stories about things that have happened to me or other people	Write an information text  Consider the layout of information.	Write for different purposes.  To write stories based on a well-known fairy tale.  Consider what they are going to write before beginning by writing down ideas.	Write for different purposes.  To use a structure of a letter.	To read poems with wit and wisdom, puns and word play.



	Evaluate their writing with the teacher and other pupils										
Writing to be clear - grammar and punctuation	<p>Write a story in punctuated sentences using the structure of the text</p> <p>Use expanded noun phrases in my writing to help me describe and add detail</p> <p>Use familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</p>	To use rhyming words.	<p>Using familiar punctuation correctly, including exclamation marks and full stops.</p> <p>Use adverbials.</p> <p>Express time and place with conjunctions , adverbs and prepositions.</p>	<p>Use nouns and pronouns for clarity.</p> <p>To use multi-clause sentences with subordinating conjunction.</p> <p>To use paragraphs.</p>	<p>Use dialogue to show character.</p> <p>Punctuate speech accurately .</p>	<p>Use nouns and expanded noun phrases for precision and clarity.</p> <p>Nouns and pronouns for precision and clarity.</p> <p>Adverbials , including fronted adverbials .</p> <p>Paragraphs around a theme.</p> <p>Prepositional phrases.</p>	<p>Adverbials</p> <p>Express time, place and cause with conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials</p> <p>Use multi clause sentences with subordinating conjunctions.</p> <p>Use expanded noun phrases.</p>	<p>Use contractions</p> <p>Use conjunctions.</p> <p>Use prepositional phrases.</p>	<p>To use adverbs-prepositional phrases and adverbs of time.</p> <p>To use the perfect verb form.</p>	<p>To use multi-clause sentences with subordinating conjunctions .</p> <p>To express time, place and cause with conjunctions , adverbs and prepositions.</p> <p>To use headings and subheadings .</p>	No grammar in this sequence.
Spelling	Sounds and Syllables				Sounds and Syllables			Sounds and Syllables			
Handwriting	<p>Follow the Nelson Handwriting scheme.</p> <ul style="list-style-type: none"> <li>● Form lower-case letters of the correct size relative to one another.</li> <li>● Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> </ul>										



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|  | <ul style="list-style-type: none"><li>• Use spacing between words that reflects the size of the letters.</li><li>• Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</li><li>• Use of Letter Join scheme</li></ul> |
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