



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 (Informal Letters) • Persuasive 	<p><i>Narrative: Contemporary Fiction</i></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. • 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><i>Narrative: Fairy Tales</i></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 what happened to a main character who came into contact with the 'fairy world'. 	<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 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.

- 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.

Recounts (Diaries and Letters)

- 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.
- Identify the features of a letter (both formal and informal).

	<ul style="list-style-type: none"> • Diaries often have features such as personal thoughts, feelings and secrets, rhetorical questions and the language can be informal and chatty. • If writing a diary, think about how the day or event being retold could be organised into paragraphs. • Recounts will mostly be told in the past tense. <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. • Persuasive texts will often use: rhetorical questions, emotive language, facts and figures to support arguments. 	
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.

		<ul style="list-style-type: none"> Words with the s sound spelt sc e.g. science, scene.
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> In Year 3, children should begin to practice writing using the Berol cursive font. 	<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 and learn from its structure, vocabulary and grammar. 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. 	<ul style="list-style-type: none"> Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant Vowel Clause Subordinate clause

	<ul style="list-style-type: none">• 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.	
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