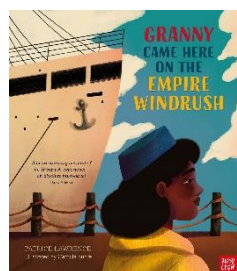




Year 3 Writing Progression of Skills/Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for writing can be applied across a range of audience and purposes.

	Autumn 1 Did the Stone Age rock?	Autumn 2 What makes the Earth angry?	Spring 1 Can you walk like and Egyptian?	Spring 2 Why do so many people go to the Mediterranean for their holidays?	Summer 1 How has Whitehaven changed over time?	Summer 2 Who were the Windrush generation?
High Quality Text						
Outcomes	Character description, diary entry, recount. Own historical narrative.	Setting descriptions, diaries, letters, thought bubbles. Newspaper report.	Short news report, diary entry, character description, advert. Own version traditional tale.	Persuasive posters, information leaflets, postcards, diary entries, wishes, setting Descriptions. Persuasive information leaflet.	Setting description, short first-person narrative, dialogue, action scene. Extended fantasy narrative.	Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations. Factual report on the Windrush Generation.
Vocabulary, Grammar and Punctuation Coverage	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example,	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or	Beginning to use paragraphs as a way to group related material. Expressing time, place and cause using conjunctions [for example, when, before, after, while,	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for



	<p>before, after, during, in, because of.]</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use of commas after fronted adverbials.</p>	<p>prepositions [for example, before, after, during, in, because of.]</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of.]</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.]</p>	<p>prepositions [for example, before, after, during, in, because of.]</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>prepositions [for example, before, after, during, in, because of.]</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.]</p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>example, before, after, during, in, because of.]</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box.]</p>
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					Use of inverted commas and other punctuation to indicate direct speech.	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done.]
Writing Transcription (Spelling and Handwriting) - Read, Write, Inc. spellings - LetterJoin - Dictation	Use further prefixes and suffixes and understand how to add them. Spell further homophones.	Use further prefixes and suffixes and understand how to add them (English Appendix 1.) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use further prefixes and suffixes and understand how to add them (English Appendix 1.)	Use further prefixes and suffixes and understand how to add them (English Appendix 1.)	Use further prefixes and suffixes and understand how to add them (English Appendix 1.)	Children who continue to need support in the use of phonics and whole-word recognition should have access to this support and be encouraged to use the strategies independently. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet.
Writing Composition	Plan writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Draft and write by:	Plan writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.	Plan writing by: Discussing and recording ideas. Draft and write by: Organising paragraphs around a theme. Evaluate and edit by:	Plan writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.	Plan writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.	Plan writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by:



	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Draft and write by:</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2.)</p> <p>In narratives, creating settings, characters and plot.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Organising paragraphs around a theme.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings.]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation.</p> <p>Read aloud their own writing to a group or whole class.</p>
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Oracy focus	<p>'Poetry Slam'- The Sound Collector by Roger McGough</p> <p>History: Describe what life was like during The Stone Age.</p> <p>(The language of Description.)</p>	<p>Geography: Explain why volcanic eruptions and earthquakes occur.</p> <p>(The language of Explanation.)</p>	<p>Science: Predict how Usain Bolt (people) can move so quickly.</p> <p>(The language of Prediction.)</p>	<p>Geography: Debate, 'Should British tourists go on holiday to the Mediterranean?'</p> <p>(The language of Argument.)</p>	<p>D&T: Evaluate Digital World: Electronic Charm</p> <p>(The language of Evaluation)</p>	<p>History: Retell the story of the Windrush Generation.</p> <p>(The language of Retelling.)</p>
Enrichment	<p>Roald Dahl Week Back to school poetry Residential visit (every other year.) Andy Tooze Poet Helen Haraldsen Author Sophie Martin Illustrator Rock Man visit</p>	<p>Bonfire Night Poetry Christmas Trip</p>	<p>Egyptian visit/visitors (Tullie House.)</p>	<p>Earth Day poetry</p>	<p>Whitehaven/ Beacon Visit.</p>	
High Quality Poetry Texts	<p>School Tomorrow – Excuses for Mum by Joseph Coelho.</p> <p>The Adventures of Isabel – Ogden Nash.</p>	<p>'Poetry Slam'- The Sound Collector by Roger McGough.</p> <p>Help Wanted (Christmas) by Timothy Tocher.</p>	<p>The Space on the Page by Michael Rosen.</p>	<p>The Door by Miroslav Holub.</p>	<p>Two Plants by John Agard.</p>	<p>Windrush Child by John Agard.</p>