


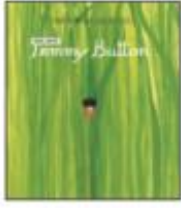




Read to Write: Progression Overview Counts in Year 3

Year 3 Suggested Progressive Sequence					
A	B	C	D	E	F
The Iron Man 	Fox 	The Rhythm of the Rain 	Jemmy Button 	Egyptology 	Into the Forest 
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: How to capture the Iron Man Purpose: To explain	Information: Foxes Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Instructions: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning

Grammar: Sentence

Build on previous year & focus on:

Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)

Build on previous units & focus on:

Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)
Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)

Build on previous units & focus on:

Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)
Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)

Build on previous units & focus on:

Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)

Build on previous units & focus on:

Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)

Build on previous units & focus on:

Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)

Grammar: Text

Build on previous year & focus on:

Present perfect form of verbs

Build on previous units & focus on:

Present perfect form of verbs
Introduction to paragraphs as a way to group related material

Build on previous units & focus on:

Introduction to paragraphs as a way to group related material

Build on previous units & focus on:

Introduction to paragraphs as a way to group related material

Build on previous units & focus on:

Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation

Build on previous units & focus on:

Present perfect form of verbs
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation

Grammar: Punctuation

Reinforce from Year 2:

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Reinforce from Year 2:

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Build on previous units & focus on:

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Build on previous units & focus on:

Inverted commas to punctuate direct speech

Build on previous units & focus on:

Inverted commas to punctuate direct speech

Build on previous units & focus on:

Inverted commas to punctuate direct speech

Terminology for Pupils

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

