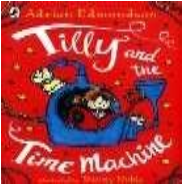

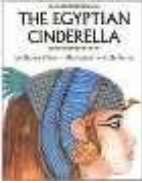

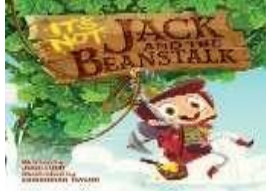



Writing progression - Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Study Unit Texts / Talk 4 Writing</b>  <b>Class Author: Adrian Edmondson</b>						
<b>Fiction</b>	<b>Purpose:</b> To entertain. <b>Outcome:</b> To write a story with a familiar setting, using a range of openers and ambitious vocabulary.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To write an adventure story, with a clear character portrait.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to adapt the traditional Cinderella into an Egyptian version.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to write a section of playscript based upon Little Red Riding Hood.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to write a sequel to a traditional tale.	<b>Purpose:</b> To entertain. <b>Outcome:</b> To be able to create atmosphere using figurative language.
<b>Non-fiction</b>	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about Cross Gates.	<b>Purpose:</b> To inform <b>Outcome:</b> To write instructions based on 'How to wash a woolly mammoth'	<b>Purpose:</b> To inform <b>Outcome:</b> To write an explanation text on 'How to make a mummy'.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a persuasive leaflet about visiting Leeds.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a fact file about mountains.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about an ancient civilisation of your choice.
<b>Poetry</b>	Spine Poems (based on Autumn) <b>Aims:</b> To be able to use adverbs correctly and expanded noun phrases to create clear imagery. To be able to write and perform a spine poem ( <i>Adjective, noun, verb, adverb</i> )	Diamante Poems (linked to Stone Age topic) <b>Aims:</b> To be able to structure and write a diamante poem correctly ( <i>7 lines long, comma at the end of each line, both a positive and negative viewpoint</i> ).	Senses poem (linked to Ancient Egypt topic) <b>Aims:</b> To explore word classes. To write a senses poem using descriptive language.	Exposure to a wider range of poetry types: Limericks <b>Aims:</b> To perform limericks aloud, showing understanding through intonation, tone, volume and action. (e.g. There once was a boy called Joe Who dropped a big brick on his toe He asked, with a frown 'Wil the swelling go down?' And the doctor said, Yes, I think so.)	'Ning Nang Nong' by Spike Milligan 'The sound collector' by Roger McGough  <b>Aims:</b> To recite and perform poetry.  -'My brother might be bigfoot' by Kenn Nesbit -'The small dragon' by Brian Patten <b>Aims:</b> Personal responses to poems	'Don't!' by Michael Rosen  <b>Aims:</b> To research a famous poet: Michael Rosen. To recite poetry by heart

<p><b>National Curriculum coverage</b></p> <p>*Throughout the year, children should be taught and encouraged to use a dictionary to check the spelling of a word, using the first two or three letters.</p> <p>*Provide regular opportunities throughout the year for children to practise writing from memory, simple dictated sentences that include words and punctuation taught so far.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Revision of use of a range of vocabulary – adjectives, expanded noun phrases. Revise use of commas. Extend the range of sentences with more than one clause by wider range of conjunctions, including when, if, because, although. Use a range of fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p> <p><b>Word level (including spelling):</b> No Nonsense spelling: Recap Y2 suffixes, prefix ‘un’, apostrophes for contraction. Introduce prefix dis-. Further homophones as defined in NNS Autumn 1.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Apply Autumn 1 learning. Adverbs of time and place. Imperative verbs. Using conjunctions, adverbs and prepositions to express time and cause. Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition.</p> <p><b>Word level (including spelling):</b> Prefixes mis-, re-. Proofreading, further spelling rules as defined in NNS Autumn 2.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Use of comparatives- ‘although’, ‘while’ and ‘but’.</p> <p>Use the present perfect for of verbs in contrast to the past tense. Use commas after fronted adverbials. Using and punctuating direct speech.</p> <p><b>Word level (including spelling):</b> Revision of spelling rules for suffixes -ness, -ful. Teach prefixes sub-, tele-. Teach suffixes -less, -ly. Further spelling rules as defined in NNS Spring 1.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Organisation of play dialogue.</p> <p><b>Word level (including spelling):</b> Teach prefixes super-, auto-. Further spelling rules as defined in NNS Spring 2.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Using the present perfect form of verbs, in contrast to the past tense. Persuasive devices: alliteration, rhetorical questions, emotive language, modality (should, could, would.) Use conjunctions, adverbs and prepositions to express time and cause.</p> <p><b>Word level (including spelling):</b> Application of rules for suffixes. Further spelling rules as defined in NNS Summer 1.</p>	<p><b>Sentence level (Grammar and punctuation focus):</b></p> <p>Revision of key areas.</p> <p><b>Word level (including spelling):</b> Dictation and personal spelling lists. Further homophones as defined in NNS Summer 1.</p>
---	--	--	---	---	--	--

### Handwriting in Year 3 and 4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently, so that the ascenders and descenders of letters do not touch.)