



# St John's Church of England Academy – Writing Progression

## Year 3

### Text Types T4W

**Fiction – Fables, Conquering the Monster Tale, Portal story, Story with historical Setting, Imaginary Worlds, Story from another culture.**

**Non – Fiction - Recount, Explanation, Instructions, Persuasive letter, Non-chronological report**

**Poetry – structured – limericks, haiku, tanka and kennings**

Transcription		Composition		Terminology
Spelling	Handwriting	Composition and Purpose	Vocabulary, Grammar and Punctuation	Key terminology
<p>Sufficient evidence shows the ability to...</p> <p>Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</p> <p>Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. ☐ Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.</p> <p>Write words spelt ei, eigh or ey e.g. vein, weight, obey.</p> <p>Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.</p> <p>Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.</p> <p>Spell some words from the YR statutory word list.</p>	<p>Evidence:</p> <p>Writing is legible.</p> <p>Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Evaluate own and others' writing, with direction; reread and check own writing; make changes.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>Identify and use a range of prepositions. Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Identify direct speech. Begin to use inverted commas for direct speech. Consolidate knowledge of word classes: noun, adjective, verb, adverb.</p> <p>Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</p>	<p><b>ongoing :-</b></p> <p>noun</p> <p>verb</p> <p>adjective</p> <p>adverb</p> <p>conjunction</p> <p>time connective</p> <p>paragraph</p> <p>speech marks</p> <p><b>Introduce</b></p> <p>word family</p> <p>preposition</p> <p>direct speech</p> <p>inverted commas</p> <p>prefix</p> <p>consonant/vowel</p> <p>clause</p> <p>subordinate clause</p> <p>determiner</p> <p>synonyms</p> <p>relative clause</p> <p>relative pronoun</p> <p>imperative</p> <p>colon for instructions</p> <p>fact</p> <p>opinion</p>