
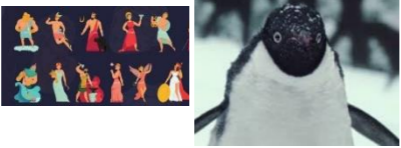

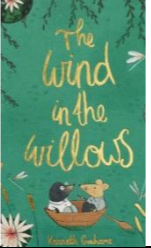

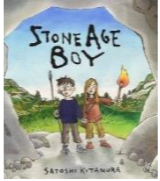
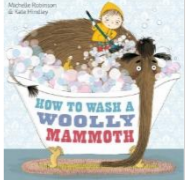
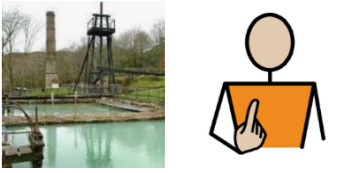




Mount Charles Progression of Skills in Writing

Year 3

<p>Year 3 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p>All units to include scaffolded and independent writing</p>	<p>Autumn 1 PVP Non-chronological report on created predator.</p> 	<p>Autumn 2 Fact file on Greek Gods Monty the Penguin Persuasive letter</p> 	<p>Spring 1 Character description and separate setting description linked to Firework maker's daughter Explanation text on a volcano</p> 	<p>Spring 2 Wind in the willows dialogue passage then wind in the willows retelling including speech. Poetry linked to rivers book</p>  	<p>Summer 1 Instructions linked to Hunter Gatherer book or 'How to Wash a Woolly Mammoth'. Narrative retelling of Stone-Age Boy.</p>  	<p>Summer 2 Brochure on a local location – I based on Wheel Martyn. Informal letter to your new teacher</p> 
<p>Sharing</p>	<p>Sharing within the year group</p>	<p>Share with Y2</p>	<p>Share with Y4</p>	<p>Share with Parents</p>	<p>Share with Y5</p>	<p>Share with Wheel Martyn</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) <p>See spelling progression on separate document.</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') use the first 2 or 3 letters of a word to check its spelling in a dictionary 					
<p>Transcription</p>	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> 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 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, Vocabulary and grammar 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> discuss and recording ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs around a theme in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot 	<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs around a theme in non-narrative material, use simple organisational devices (headings & subheadings)
<p>Editing Writing</p>	<ul style="list-style-type: none"> begin to proofread for spelling and punctuation errors begin to assess the effectiveness of their own and others' writing and suggest improvements within a given framework begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 					
<p>Performing Writing</p>	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					

<p>Word</p>	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. • Understand how word families are connected and share meaning (i.e. solution, solver, dissolver, insoluble) and begin to use this to determine meaning of unfamiliar words. 	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. • understand the difference between plural and possessive—s 	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. • understand the difference between plural and possessive—s 	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. 	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly. 	<ul style="list-style-type: none"> • understand when to use a or an (a if the following word begins with a consonant, an if it begins with a vowel) and so correctly.
<p>Sentence</p>	<p>Focus on PVOG SV sentence types as relevant.</p>	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>	<ul style="list-style-type: none"> • use ly adverbials within a sentence • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>	<ul style="list-style-type: none"> • use ly adverbials within a sentence • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • use prepositions to express time, place and cause (before, after, during, in, because of). • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>	<ul style="list-style-type: none"> • use ly adverbials within a sentence • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • use prepositions to express time, place and cause (before, after, during, in, because of). • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use adverbs to express where, when and how (then, next, soon, therefore, carefully) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>	<ul style="list-style-type: none"> • use ly adverbials within a sentence • Use conjunctions to express time, place and cause (after, before, when, while, so, because) • begin to expand their number of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use prepositions to express time, place and cause (before, after, during, in, because of). <p>* Remember, some words can be both conjunctions and prepositions; conjunctions join two main clauses, prepositions refer to the placement in time or space of a noun. i.e. I will walk the dog before I eat my tear (conjunction). My house is before the garage (preposition).</p>

				has gone out to play rather than He went out to play).		
Text	<ul style="list-style-type: none"> • use headings and subheadings to aid presentation. 	<ul style="list-style-type: none"> • introduce paragraphs as a way to group content around a change in theme (location, time, person, event) • use headings and subheadings to aid presentation. • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • introduce paragraphs as a way to group content around a change in theme (location, time, person, event) • use headings and subheadings to aid presentation. • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • introduce paragraphs as a way to group content around a change in theme (location, time, person, event) • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • introduce paragraphs as a way to group content around a change in theme (location, time, person, event) • use headings and subheadings to aid presentation. • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him) 	<ul style="list-style-type: none"> • introduce paragraphs as a way to group content around a change in theme (location, time, person, event) • use headings and subheadings to aid presentation. • make appropriate choice of pronouns and nouns across sentences to develop cohesion (Mary – she, hers. Barry, his, him)
Punctuation	<ul style="list-style-type: none"> • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. 	<ul style="list-style-type: none"> • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. • Introduce the use of apostrophes of omission and contraction. 	<ul style="list-style-type: none"> • Introduce the use of adverbials within sentences (not to start) • indicate possession by using the possessive apostrophe with singular nouns (girl's name). • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. • Introduce the use of apostrophes of omission and contraction. 	<ul style="list-style-type: none"> • Introduce the use of adverbials within sentences (not to start) • introduce inverted commas, full stops, capital letters and reporting clauses to punctuate direct speech. • indicate possession by using the possessive apostrophe with singular nouns (girl's name). • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. • Introduce the use of apostrophes of omission and contraction. 	<ul style="list-style-type: none"> • Introduce the use of adverbials within sentences (not to start) • introduce inverted commas full stops, capital letters and reporting clauses to punctuate direct speech. • indicate possession by using the possessive apostrophe with singular nouns (girl's name). • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. • Introduce the use of apostrophes of omission and contraction. 	<ul style="list-style-type: none"> • Introduce the use of adverbials within sentences (not to start) • introduce inverted commas full stops, capital letters and reporting clauses to punctuate direct speech. • indicate possession by using the possessive apostrophe with singular nouns (girl's name). • Recap previous learning on punctuation including full stops and capital letters, exclamation marks, question marks and commas for lists. • Introduce the use of apostrophes of omission and contraction.
Terminology for pupils to use and understand	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter, conjunction, subordinate clause,	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter conjunction, subordinate clause, adverb, preposition	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter conjunction, subordinate clause, adverb, preposition, direct speech, inverted commas (or 'speech marks')	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter conjunction, subordinate clause, adverb, preposition, direct speech, inverted commas (or 'speech marks')	word family, prefix, clause, consonant, consonant letter, vowel, vowel letter conjunction, subordinate clause, adverb, preposition, direct speech, inverted commas (or 'speech marks')
Statutory word lists to be covered.	appear(ance), consider, earth, exercise, grammar, interest, often, possible, purpose, sentence,	address, bicycle, breath, centre, complete, guard, imagine, increase, knowledge, occasion(ally), particular, possession, recent, separate, suppose, surprise, therefore, various,	answer, build, caught, circle, difficult, disappear, experience, extreme, February, height, island, minute, pressure, question, through, weight	accident(ally), describe, different, early, famous, heart, medicine, natural, naughty, notice, opposite, position, promise, though/although,	actual(ly), believe, calendar, century, enough, forwards, heard, history, material, ordinary, potatoes, probably, reign, remember, strange, strength, thought, woman/women	arrive, busy(iness), certain, decide, eight/eighth, experiment, favourite, group, guide, important, learn, mention, perhaps, popular, regular, special, *fruit, library, quarter