



Curriculum Progression Map

ENGLISH Writing

Year 3



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



Curriculum Progression Map Reading- ENGLISH Writing

National Curriculum

- Writing: transcription
 - Use further prefixes and suffixes and understand how to
 - Add them (english appendix 1)
 - Spell further homophones
 - Spell words that are often miss-pelt (english appendix 1)
 - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
 - Use the first two or three letters of a word to check its spelling in a dictionary
 - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing: handwriting
 - 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 [for example, by ensuring that the down- strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
 - Writing: composition
- *Plan their 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 & write by:*
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (english appendix 2)
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- *Evaluate & edit by:*
 - Assessing the effectiveness of their own and others' writing and suggesting improvements
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so



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	<p>that the meaning is clear.</p> <ul style="list-style-type: none"> - Writing: vocabulary, grammar & punctuation <i>develop their understanding of the concepts set out in english appendix 2 by:</i> <ul style="list-style-type: none"> o Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although o Using the present perfect form of verbs in contrast to the past tense o Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition o Using conjunctions, adverbs and prepositions to express time and cause o Using fronted adverbials - Learning the grammar for years 3 and 4 in english appendix 2 - <i>Indicate grammatical and other features by:</i> <ul style="list-style-type: none"> o Using commas after fronted adverbials
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How it looks at Shawclough</p>	<ul style="list-style-type: none"> - Talk for writing process is developed further across a varied range of themes/subjects: - Hook - Familiarise with quality text - Look at features - Guided writing (imitation) - Adapt and apply to a similar piece (innovation) - Independent write - By the end of Year 3 children will begin to edit and purple polish their writing, independently with peers or with an adult.



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<p style="text-align: center;">Fiction</p>	<ul style="list-style-type: none"> - Begin early stages of Summaries – range of texts used - Literary Heritage Macbeth – dilemma - Setting description – Utopia - Character description – Stone age boy - Diary entry – Shaun’s day, - Narrative – - Fantasy/adventure sequel to the Lost Thing - Roman myth - Historical stone age boy
<p style="text-align: center;">Non fiction</p>	<ul style="list-style-type: none"> - Summaries - Instructions – how to wash a sabre tooth tiger - Letter – reply from Duncan to the crayons - Explanation – how the lost thing works – how it works - Information text – about Romans/Celts - Introduction to playscripts – post it style
<p style="text-align: center;">Poetry</p>	<ul style="list-style-type: none"> - Poems using similes - Limericks - Question and answer poems



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<p>Phonic & Whole word spelling children should: SPELLINGS Y5/6 Spelling scheme</p>	<ul style="list-style-type: none"> - Introduce and spell further homophones - Spell words that are often misspelt (through Y3 spelling scheme)
<p>Other word building spelling children should:</p>	<ul style="list-style-type: none"> - Use further prefixes and suffixes and - Understand how to add them (through y3 spelling scheme) - Place the possessive apostrophe accurately in words with regular plurals and begin to use for irregular plurals - Use the first 2 of a word to check its spelling in a dictionary
<p>Transcription children should:</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 children should:</p>	<ul style="list-style-type: none"> - To use a neat, joined handwriting style joining most words. - With increasing accuracy and speed. - To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.
<p>Contexts for Writing children should:</p>	<ul style="list-style-type: none"> - Discuss new writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar



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Planning Writing children should:	<ul style="list-style-type: none">- Discuss and record ideas- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (supported by alan peat sentence types)
Drafting Writing children should:	<ul style="list-style-type: none">- Organise paragraphs around a theme- To begin to build cohesion across paragraphs. E.g coordinating conjunctions, subordinating, adverbials and pronouns.- In narratives, create settings, characters and plot- In non-narrative material, use simple organisational devices (headings & subheadings)
Editing Writing children should:	<ul style="list-style-type: none">- Assess the effectiveness of their own and others' writing and suggest improvements, based on grammar and spelling covered so far.- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences- Proofread for spelling and punctuation errors
Performing Writing children should:	<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 so that the meaning is clear.



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<p>Vocabulary children should:</p>	<ul style="list-style-type: none">- Extend the range of sentences with more than one clause by using a range of conjunctions, and adverbials- Choose nouns or pronouns- Appropriately for clarity and cohesion and to avoid repetition
<p>Grammar children should:</p>	<ul style="list-style-type: none">- To accurately use the appropriate tense- Form nouns using prefixes (through the spelling scheme)- To begin to use the form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)- Use fronted adverbials- Use a range of grammatical sentence structures based on- The Alan Peat sentence types- Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>Punctuation children should:</p> <p>PUT SYMBOLS ON</p>	<ul style="list-style-type: none">- Use commas after fronted adverbials- Indicate possession by using the possessive apostrophe with singular and plural nouns- Begin to identify /use and punctuate direct speech (including punctuation within and surrounding inverted commas)- Consistently use expanded noun phrases to describe settings and characters.



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Alan Peat Sentences	<ul style="list-style-type: none">- As -ly (like a as a)- -ing/-ed- Double -ly- Short sentences- 3 -eds
Grammatical Terminology children should: PUNCTUATION	<ul style="list-style-type: none">- Adverb- Preposition conjunction word family prefix clause- Subordinate clause direct speech- Consonant- Consonant letter vowel vowel letter- Inverted commas (or 'speech marks')