

TWHF Year 3 Writing Progression Document- Yearly Overview

Year 3	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Genre	Fiction Poetry Narrative Setting	Non-fiction Recount Diary –	Fiction Narrative- (Character description)	Non-fiction Persuasion -(Letter for Winter’s Child to leave)	Fiction Narrative: Retelling of story / part of story (retelling a section of the story)	Non-fiction Non chronological report (Create their own ‘Troublesome creature & write a report’) *switchzoo	Fiction Narrative: short story writing	Non-fiction Persuasive Speech	Fiction Narrative: story setting / description	Non-fiction Instructions (Make their own potion / medicine)	Fiction Narrative: Story writing Poetry	Non-fiction Recount
Recommended texts/stimulus												
Outcome	Poetry Create a poem based on Sound Collector Setting description contrasting cliff face – storm vs sun	A diary entry	Character description	Letter to persuade Winter’s Child to leave	Retelling the ending of the story of Mrs Noah’s pockets – what would happen if the creatures were saved?	Create their own troublesome creature & write a report	Short story fiction	Persuasive features - effective layout, direct address to the reader and use of devices such as power of three	Narrative story / setting description based on BFG’s lair	Instructions – make their own potions / medicine	Write a section of Egyptian Cinderella as story	Recount
Writing purpose	To entertain	To inform	To entertain	To persuade	To entertain	To inform	To entertain	To persuade	To entertain	To explain	To entertain	To inform
Text Features	Description of setting using senses, Emotive language, Thoughts and feelings, Descriptive language	First person Past tense Chronological order Emotive language Detail and description Observations Thoughts and feelings	Describe character Appearance Actions Behaviour Personality Add speech/dialogue	Logical order Points building one viewpoint Paragraphs opening with topic idea Often informal	Plot Setting Characters Conflict Climax Resolution Point of view	Ending that makes a final point or reflection Generalisers (most, many, a majority)	Conjunctions for time (while, before, after, until, when)	Consolidate coordinating conjunctions – look at ‘yet’.	Prepositions for place e.g. by, near, above, opposite.	Conjunctions for time (while, before, after, until, when)	Conjunctions for time (while, before, after, until, when)	Conjunctions for time (while, before, after, until, when)

TWHF Year 3 Writing Progression Document- Yearly Overview

		Date and intro for each entry	Describe characters inner thoughts and ideas	Opinions presented as facts Emotive language Image to appeal to reader Use of imperative questions posed to the reader	Theme	Sentences that add info (furthermore, additionally) opening Chunks of information Logically organised subheadings Info boxes Bullet points Diagrams Images Formal Present tense and third person		Subordinating conjunctions for cause e.g. because, since, as				
Grammatical structures	Prepositions for place	Adverbs for time e.g. later, soon Consolidate coordinating conjunctions (Year 2 coordination and, but, or)	Consolidate coordinating conjunctions (Year 2 coordination and, but, or)	Subordinating conjunctions for cause e.g. because, since, as	Subordinating conjunctions for cause e.g. because, since, as	Conjunctions for time (while, before, after, until, when)	Describe settings and characters in narratives		Use noun phrases expanded with adjectives and adverbs	Use noun phrases expanded with adverbs	Describe settings and characters in narratives Describe plot in narratives – link to paragraphs	Use noun phrases expanded with adjectives and adverbs
Descriptive language	Use noun phrases expanded with adjectives Describe settings in narratives	Use noun phrases expanded with adjectives	Use noun phrases expanded with adverbs Describing characters' appearance, feelings.	Use noun phrases expanded with adjectives and adverbs	Use noun phrases expanded with adverbs Describing characters' appearance, feelings. Describe settings in narratives	Use noun phrases expanded with adverbs	Use present and past tense correctly and consistently (irregular verbs) including the progressive form of the verb	Use present and past tense correctly and consistently (irregular verbs) including the progressive form of the verb	Use present and past tense correctly and consistently (irregular verbs) including the progressive form of the verb	Use present and past tense correctly and consistently (irregular verbs) including the progressive form of the verb	Past progressive tense (children beginning to choose which tense)	Use present and past tense correctly and consistently (irregular verbs) including the progressive form of the verb
Tense/verb forms	Use simple past tense correctly and consistently (regular verbs)	Use simple past tense correctly and consistently (irregular verbs)	Use simple present and past tense correctly and consistently (irregular verbs)	Use present and past tense correctly and consistently (irregular verbs)	Use present and past tense correctly and consistently (irregular verbs) including the progressive	Use present correctly and consistently (irregular verbs) including the progressive	Begin to use paragraphs to group related information	Begin to use paragraphs to group related information	Begin to use paragraphs to group related information	use simple organisational devices (for example, headings and sub-headings)	Begin to use paragraphs to group related information (beginning, middle, end)	Begin to use paragraphs to group related information

TWHF Year 3 Writing Progression Document- Yearly Overview

					form of the verb	form of the verb						
Paragraphing/ cohesion				Begin to use paragraphs to group related information (through modelling with reasons)	Begin to use paragraphs to group related information	Use simple organisational devices (for example, headings and sub-headings)	Punctuate speech using inverted commas (speech marks) with some accuracy.	Question Marks Exclamation Marks	Punctuate speech using inverted commas (speech marks) with some accuracy.	Question Marks Exclamation Marks	Punctuate speech using inverted commas (speech marks) with some accuracy.	Use a range of punctuation mostly correctly including use of capital letters, full stops, question marks, exclamation marks, commas for lists. Use apostrophes for contractions and singular possession.
Punctuation	Consolidate capital letters and full stops	Use apostrophes for contraction	Commas for lists	Commas for lists (recap & expand through modelling)	Punctuate speech using inverted commas (speech marks) with some accuracy	Use apostrophes for singular possession.	Use school approach					
Handwriting	Use school approach											
Spelling	Use school approach											

Green text – previously taught skills – children should know this

Black text – new for this year group

Bold- new teaching

Green – Consolidation

Black – Y3 Skills