



Writing Progression by Year Group

YEAR 3

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Year 2 list	Consolidate Year 2 list	Consolidate Year 2 list	Consolidate Year 2 list	Consolidate:
Introduce:	Introduce:	Introduce:	Introduce:	Punctuation
FICTION:	Vary long and short sentences:	Prepositions	Colon- Before a list e.g. <i>What you need:</i>	- Finger spaces
Secure use of Planning Tools:	- Long sentence to add description or information	<i>next to; by the side of; during; through; throughout; because of</i>	Ellipses- to keep the reader hanging on	- Letter
Story map/ story mountain/ story grids/'boxing up' grid (refer to story type grids)	- Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy; Visit the farm now.</i>	Powerful verbs <i>e.g. stare, tremble, slither.</i>	Beginning to use:	- Word
Plan opening around character(s), setting, time of day and type of weather.	Embellished simple sentences:	Boastful language <i>e.g. magnificent, unbelievable, exciting!</i>	Secure use of inverted commas for direct speech	- Sentence
Beginning to use:	- Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave... Amazingly small insects can...</i>	Begin to use:	Use commas after fronted adverbials (e.g. <i>Later that day I heard the bad news.</i>)	- Full stops
- Paragraphs to organise ideas into each story part	Adverbial phrases used as a 'where', 'when' or 'how' starter (Fronted adverbials)	More specific technical vocabulary to add detail <i>e.g. A few Dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of the rain pounded on the corrugated, tin roof.</i>		- Capital letter
- Extended vocabulary to introduce 5 story parts:		Nouns formed from Prefixes <i>e.g. Auto...Super...Anti...</i>		- Question marks
- Introduction- Should include detailed description of setting or character				- Exclamation marks
- Build-up- build in some suspense				- Speech bubble
				- 'speech marks'
				- Bullet points
				- Apostrophe (contractions only)
				- Commas for sentence of 3 – description
				Singular/ plural suffix
				Adjective/ noun verb/ adverb
				Bossy verbs
				Tense (past, present, future)
				Generalisers (sometimes, occasionally etc)

towards the problem or dilemma - Problem/dilemma- include detail of actions/dialogue - Resolution-Should link with the problem - Ending- Clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. NON-FICTION: Secure use of Planning Tools: e.g. text map, washing line, grid and story grids Paragraphs to organise ideas around a theme Introduction - Develop Hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...? When...? How...?</i> Middle Section(s)	A few days ago, <i>we discovered a hidden box.</i> At the back of the eye, <i>is the retina.</i> In a strange way, <i>he looked at me.</i> Compound sentences (coordination) - Using connectives:<i>and/or/ but/so/for/nor/yet</i> (coordinating conjunctions) Develop complex sentences (subordination) - with range of subordinating conjunctions e.g. <i>sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i> Drop in a relative clause using: who/whom/which/whose/th at e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i>	Word families based on common words e.g. <i>teacher-teach, beauty-beautiful</i> Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box.</i>		Alliteration Simile-‘as’/‘like’ Introduce: - Word family - Conjunction - Adverb - Preposition - Direct speech - Inverted commas - Prefix - Consonant/vowel - Clause - Subordinate clause - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative (Bossy verbs) - Colon for instructions
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- Group related ideas/facts into paragraphs
- Sub Headings to introduce sections/ paragraphs
- Topic sentences to introduce paragraphs
- Lists of steps to be taken
- Bullet points for facts
- Flow diagram

Develop ending

- Personal response
- Extra information/reminders e.g. information boxes/ Five Amazing Facts
- Wow comment

Use of the perfect form of verbs to make relationships of time and cause
e.g. I have written it down so I can check what it said.

*The Clifton suspension bridge, **which** was finished in 1864 is a popular tourist attraction.*

Sentence of 3 for description

e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Rainbow Dragons are covered with many different coloured