**YEAR 3 writing units – progression map**

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|  |  | **Autumn 1** | | **Autumn 2** | |
|  | **Literary Leaf Text** | **Arthur and the Golden Rope**  *By Joe Todd Stanton* | | **New and Collected Poems for Children**  *By Carol Ann Duffy* | |
| Author focus this term | **Writing Root**  **(Unit)** | **The First Drawing**  *By Mordicai Gerstein* | **The Heart and the Bottle**  *By Oliver Jeffers* | **The Barnabus Project**  *By The Fan Brothers* | **The Tear Thief**  *By Carol Ann Duffy* |
|  | **Outcomes**  Narrative  Non-fiction | Imaginary Stone Age scenarios  Diary of a Stone Age boy  Description of a woolly mammoth  First person recount  First person historical narrative | Dialogue  Postcards  Character descriptions  Diary entries  Poetry  Letters of advice | Instructional writing  Descriptions  Advertisements  Writing in role  Letters of advice  Dialogue | Diary entries Shared poem Persuasive posters  Letters of explanation Discussion |
|  | **Main Outcome** | Own version historical narrative | Own version dilemma narrative | Brochures | Discussion |
|  | **Audience/**  **Form** | * Imaginary Stone Age scenarios * Diary of a Stone Age boy * Description of a woolly mammoth * First person recount * First person historical narrative | * Conversation between Grandpa and the girl * Postcard from the girl * Character description of the girl * Diary entry as the girl * Poem about emotions * Letter of advice to a friend * Own version ‘dilemma’ narrative | * Description of ‘perfect pets’ * Shop advert * Thought bubble for Barnabus * Diary entry as Barnabus/ failed pet * Escape plan instructions * Brochure to advertise a new pet shop | * Diary entry in role as the Tear Thief * Shared group / class poem * Letter to the Tear Thief from the girl * Posters about importance of crying * Letter of advice to the girl * Newspaper article about stolen tears |
|  | **Purpose** | Reflect  Describe  Entertain | Recount  Describe  Reflect  Entertain  Persuade | Describe  Persuade  Reflect  Instruct | Recount Entertain Inform |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | modal verbs\*  regular\* / irregular plural  nouns | prefixes – un, mis, dis \*  abstract nouns  similes  adjectives ending ‘ous’ | types of nouns  imperative verbs  suffix -er | noun phrases expanded with ‘of’ simile / metaphor |
| **Sentence** | subordination – because, as, since\*  conditional sentences – if  noun phrases expanded with ‘with’\*  fronted adverbials | questions \*  exclamations \*  adverbial phrases  conjunctions to sequence / contrast / explain | adverbs of time  expanded noun phrases  prepositions  range of sentence types\*  conjunctions - because  fronted adverbials\* | range of sentence types \* conditional sentences – if conjunctions – because / when |
| **Punctuation** | exclamation marks \*  question marks \*  inverted commas for speech  apostrophes for possession / omission \* | question marks \*  inverted commas for speech | apostrophes for contraction\*  inverted commas for speech  commas to mark clauses\* | apostrophes for possession \* adverbial phrases  begin to use commas after fronted adverbials \*  inverted commas for speech |
| **Text** | paragraphs to group material | present perfect  paragraphs to group material  bullet points to organise \* | present perfect  paragraphs to group material | verbs in progressive form \*  present perfect tense  bullet points to organise \* paragraphs to group material |

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|  |  | **Spring 1** | | **Spring 2** | |
|  | **Literary Leaf Text** | **Earth Shattering Events**  *By Robert Jacobs* | | **Old Possum’s Book of Practical Cats**  *By T.S. Eliot* | |
| Author focus this term | **Writing Root**  **Unit** | **The Pied Piper of Hamelin**  *By Michael Morpurgo* | **The Last Garden**  *By Rachel Ip* | **Cloud Tea Monkeys**  *By Mal Peet & Elspeth Graham* | **Small in the City**  *By Sidney Smith* |
|  | **Outcomes**  Narrative  Non-fiction | Writing in role  Information reports  Adverts  Formal letters | Setting descriptions  Adverts  Recounts  Instructional flyers  Online responses  Dialogue  Formal speech | Descriptive passages  Writing in role  ‘How to’ guides  Letters  Discussions | Setting descriptions  Poems  Diary entries  Dialogue  Letters of advice  Lost posters |
|  | **Main Outcome** | Own version myth / legend | Own version narrative | Non-chronological report | Extended narrative |
|  | **Audience/**  **Form** | * First person reaction to seeing rats * Information report about rats * Advert for a rat-catcher * Persuasive letter to the Mayor * Own version myth | * Setting description of the city then and now * Advert to come to the garden * Recount in role * Instructions for staying safe * Response to an online post * Formal awards speech * Own version tale of overcoming adversity | * Descriptive paragraph of an illustration * Thought bubble for Tashi * ‘How to’ instructions for tasting tea * Letter of thanks to monkeys * Non-chronological report about tea | * Description of city setting * Poem about being small in the city * Diary entry of being in the city * Letter of advice to Small * Lost poster for cat * Alternative ending to story * Narrative from perspective of cat |
|  | **Purpose** | Reflect  Inform  Persuade | Describe  Persuade  Describe  Recount | Describe  Reflect  Inform | Describe  Entertain  Persuade  Inform |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | word classes \*  adverbs with -ly \*  -sion / -tion suffix  modal verbs \* | -ful / -less suffix \*  adverbs with -ly \*  superlatives -est \* | use forms of a or an  imperative verbs  homophones | adverbs with -ly \*  personification |
| **Sentence** | noun phrases with ‘of’\* conjunctions – as, because, but, although, so  sentence types \*  conditional sentences – if questions \*  adverbial phrases | abstract noun phrases with ‘of’  subordinating / contrasting conjunctions  sentence types \*  subordinate clauses  prepositions – before / after  adverbials of time | expanded noun phrases  prepositions  conjunctions of time /place / cause  sentence types \* | contrasting / extending conjunctions  expanded noun phrases  prepositions  questions / commands \*  -ly adverbs to sequence |
| **Punctuation** | question marks \* | possessive apostrophe\*  commas after fronted adverbials \*  inverted commas for speech  apostrophes for contraction | inverted commas for speech  sentence ending punctuation \* | questions marks \*  inverted commas for speech |
| **Text** | heading / subheadings to organise  pronouns to avoid repetition \*  paragraphs to group material | present perfect  paragraphs to group material | present perfect  headings and subheadings  paragraphs to group material | present perfect  paragraphs to group material |

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|  |  | **Summer 1** | | **Summer 2** | |
| Author focus this term | **Literary Leaf Text** | **I am the Seed that Grew the Tree**  *By Fiona Waters* | | **A Necklace of Raindrops**  *By Joan Aiken* | |
|  | **Writing Root**  **Unit** | **The Mysteries of Harris Burdick**  *By Chris Van Allsberg* | **Flotsam**  *By David Wiesner* | **Our Tower**  *By Joseph Coehlo* | **The Day I Swapped my Dad for Two Goldfish**  *By Neil Gaiman* |
|  | **Outcomes**  Narrative  Non-fiction | Diary entries  Dialogue  Setting descriptions  Captions and titles | Postcards  Setting descriptions  Non-chronological reports  Informal letters | Sound poem of a walk to the park  Setting descriptions  Conversation between children and Tree-Grown Man  Diary entry of one child  Letter to the Tree-Grown Man  Extended fantasy narrative | Dialogue  Thought bubbles  Missing scenes  Diary entries |
|  | **Main Outcome** | Mystery narrative | Sequel | Poem | Own version narrative |
|  | **Audience/**  **Form** | * Atmospheric setting description * Diary entry of girl with caterpillars * New titles for illustrations * Captions to accompany new * titles * Short mystery story * Mystery story based on a photograph | * Postcard to a friend * Logbook entries to describe findings * Report about types of camera * Message in a bottle letter to find a scientist * Mystery narrative sequel | * Sound poem of a walk to the park * Setting descriptions * Conversation between children and Tree-Grown Man * Diary entry of one child * Letter to the Tree-Grown Man * Extended fantasy narrative | * Dialogue * Thought bubble for Nathan * Missing scene * Diary entry for Dad * Own version ‘swap’ story |
|  | **Purpose** | Describe  Inform  Entertain | Inform  Describe  Entertain | Entertain  Describe  Reflect  Inform | Reflect  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | -ing suffix (gerunds)  -un prefix \*  similes | -sub prefix | onomatopoeia |  |
| **Sentence** | questions / statements \*  noun phrases with ‘of’ \*  prepositions of place  adverbs of time | conjunctions - but, so \*  conjunctions of time and cause – because, as, since  adverbial phrases  fronted adverbials \*  expanded noun phrases  prepositions – of, with, through, around, on | prepositions – in, of  expanded noun phrases  range of sentence types \*  conjunctions - but, although, before, after, while  adverbials of time  order of clauses \* | conjunctions – because, when, while  multi-clause sentences  adverbs /adverbial phrases of time  fronted adverbials \* |
| **Punctuation** | questions marks \*  inverted commas for speech | comma after fronted adverbials \* | inverted commas for speech  apostrophes for contraction \*  bullet points to organise \* | inverted commas for speech  apostrophes for possession and  contraction \*  comma after fronted adverbials \* |
| **Text** | present / past perfect  paragraphs to group material | paragraphs to group material  pronouns to avoid repetition | present perfect  simple past tense \*  paragraphs to group material | simple past tense \*  past progressive \* |