**YEAR 3 writing units – progression map**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **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**NarrativeNon-fiction | Imaginary Stone Age scenariosDiary of a Stone Age boyDescription of a woolly mammothFirst person recountFirst person historical narrative | DialoguePostcardsCharacter descriptionsDiary entriesPoetryLetters of advice | Instructional writingDescriptionsAdvertisementsWriting in roleLetters of adviceDialogue | Diary entries Shared poem Persuasive postersLetters 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** | ReflectDescribeEntertain | RecountDescribeReflectEntertainPersuade | DescribePersuadeReflectInstruct | 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 pluralnouns | prefixes – un, mis, dis \*abstract nounssimilesadjectives ending ‘ous’ | types of nounsimperative verbssuffix -er | noun phrases expanded with ‘of’ simile / metaphor |
| **Sentence** | subordination – because, as, since\*conditional sentences – ifnoun phrases expanded with ‘with’\*fronted adverbials | questions \*exclamations \*adverbial phrasesconjunctions to sequence / contrast / explain | adverbs of timeexpanded noun phrasesprepositionsrange of sentence types\*conjunctions - becausefronted adverbials\* | range of sentence types \* conditional sentences – if conjunctions – because / when |
| **Punctuation** | exclamation marks \*question marks \*inverted commas for speechapostrophes for possession / omission \* | question marks \*inverted commas for speech | apostrophes for contraction\*inverted commas for speechcommas to mark clauses\* | apostrophes for possession \* adverbial phrasesbegin to use commas after fronted adverbials \* inverted commas for speech |
| **Text** | paragraphs to group material | present perfectparagraphs to group materialbullet points to organise \* | present perfectparagraphs to group material | verbs in progressive form \* present perfect tense bullet points to organise \* paragraphs to group material |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **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**NarrativeNon-fiction | Writing in role Information reports Adverts Formal letters | Setting descriptionsAdvertsRecountsInstructional flyersOnline responsesDialogueFormal speech | Descriptive passagesWriting in role‘How to’ guidesLettersDiscussions | Setting descriptionsPoemsDiary entriesDialogueLetters of adviceLost 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 DescribeRecount | DescribeReflectInform | DescribeEntertainPersuadeInform |
| **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 verbshomophones | 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 conjunctionssentence types \*subordinate clausesprepositions – before / afteradverbials of time | expanded noun phrasesprepositionsconjunctions of time /place / causesentence types \* | contrasting / extending conjunctionsexpanded noun phrasesprepositionsquestions / commands \*-ly adverbs to sequence |
| **Punctuation** | question marks \* | possessive apostrophe\*commas after fronted adverbials \*inverted commas for speechapostrophes for contraction | inverted commas for speechsentence ending punctuation \* | questions marks \*inverted commas for speech |
| **Text** | heading / subheadings to organise pronouns to avoid repetition \* paragraphs to group material | present perfectparagraphs to group material | present perfectheadings and subheadingsparagraphs to group material | present perfectparagraphs to group material |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **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**NarrativeNon-fiction | Diary entriesDialogueSetting descriptionsCaptions and titles | PostcardsSetting descriptionsNon-chronological reportsInformal letters | Sound poem of a walk to the parkSetting descriptionsConversation between children and Tree-Grown ManDiary entry of one childLetter to the Tree-Grown ManExtended fantasy narrative | DialogueThought bubblesMissing scenesDiary 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 | InformDescribe Entertain | EntertainDescribeReflectInform | ReflectEntertain |
| **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 placeadverbs of time | conjunctions - but, so \*conjunctions of time and cause – because, as, sinceadverbial phrasesfronted adverbials \*expanded noun phrasesprepositions – of, with, through, around, on | prepositions – in, ofexpanded noun phrasesrange of sentence types \*conjunctions - but, although, before, after, whileadverbials of timeorder of clauses \* | conjunctions – because, when, whilemulti-clause sentencesadverbs /adverbial phrases of timefronted adverbials \* |
| **Punctuation** | questions marks \*inverted commas for speech | comma after fronted adverbials \* | inverted commas for speechapostrophes for contraction \*bullet points to organise \* | inverted commas for speechapostrophes for possession and contraction \*comma after fronted adverbials \* |
| **Text** | present / past perfectparagraphs to group material | paragraphs to group materialpronouns to avoid repetition | present perfectsimple past tense \*paragraphs to group material | simple past tense \*past progressive \* |