

### Writing Progression - Year 3

How to write (handwriting)		What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Use the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase legibility, consistency and quality of handwriting – ascenders and descenders do not touch		Build writing independently by: Talking through sentences to help build vocabulary and a range of sentence structures Use a wider range of conjunctions Use words to show time Use a wider range of adjectives Write in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person using the correct verbs Begin to organise paragraphs using headings and sub-headings	Use further prefixes and suffixes Apply apostrophes for shortening words Build sentences understanding prepositions and clauses Apply wider punctuation - "?!" Proof read for spelling and punctuation errors Spelling (National Curriculum)
Writing to entertain	Description	Write extended sentences about a character or place using expanded noun phrases and a range of conjunctions whilst remaining in the same person and correct tense.	
	Narrative	Write about familiar stories and tales with alternative endings/settings/characters or from another view Build character and setting paragraphs Use first person to write a diary	
	Poetry	Use powerful nouns, adjectives and verbs in poetry: experiment with alliteration Create own free verse poetry (for example, conversation)	
Writing to inform	Biography	Write about a famous person of interest.	
	Explanation	Comment on a range of explanatory texts, focusing on how easy they are to understand Create diagrams such as flow charts to summarise or make notes of stages in a process Write a series of extended sentences to explain a process	
	Information	Begin to compare (They hibernate just like other bears/All bees sting apart from the ...) Turn notes into sentences grouping information Note how writing moves from general to specific information Write reports independently, which are not in time order, including the use of sub-headings to give structure	
	Instruction	Write more complicated instructions and identify organisational devices which make them easier to follow e.g. lists, numbered, bullet points, diagrams with arrows	
	Newspaper	Write impersonal newspaper style reports e.g. about school events or an incident from a story including relevant, additional detail to add interest	
	Recount	Continue to develop words to support sequencing (chronology), noting those that indicate specific timings e.g. at 3pm, after two hours Use descriptive verbs to add detail and description Write third person recounts and recount the same event in a variety of ways (in the form of a story, a letter, a newspaper report)	
Writing to persuade	Advert	Write persuasively to encourage readers view	
	Letter	Present a <b>persuasive</b> point of view in the form of a letter Write sentences expressing opinion – who was in the right and wrong and express opinion to support viewpoint	