

# Year 3 English Progression of Skills Overview

Text Structure	Sentence Construction	Word / Language	Punctuation	Spelling	Terminology
<p>Consolidate Year 2 list <u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p><b>Paragraphs to organise ideas into story part</b></p> <p>Extended vocabulary to introduce 5 story parts: <u>Beginning</u>– should include detailed description of setting or characters <u>Build-up</u> – build in some suspense towards the problem or dilemma <u>Problem / Dilemma / Event</u> – include detail of actions / dialogue <u>Resolution</u> – should link with problem <u>Ending</u> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><u>Non-Fiction</u> <u>Introduce:</u></p> <p>Secure use of planning tools:</p>	<p>Consolidate Year 2 list <u>Introduce:</u></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p> <p>Adverbial phrases used as 'where', 'when' or 'how' starter</p> <p>Fronted Abverbials <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i></p> <p>Prepositional phrases to place the action: <i>On the mat, behind the tree, in the air</i></p>	<p>Consolidate Year 2 list <u>Introduce:</u></p> <p><b>Adverbs</b> <i>then, next, soon</i></p> <p><b>Prepositions</b> <i>Next to, by the side of, in front of, during, through, throughout, because of</i></p> <p><b>Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</b></p> <p>Powerful verbs e.g. <i>stare, slither, tremble</i></p> <p><b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>Determiners Use of determiners <i>a</i> or <i>an</i> according to whether the next word begins with a</p>	<p>Consolidate Year 2 list <u>Introduce:</u></p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Ellipses to keep the reader hanging on</p> <p>Colon before a list e.g. <i>What you need:</i></p>	<p>Consolidate spellings from Year 2</p> <p>Suffix – ing, ed, en, ion, er, ly, ly exceptions</p> <p>i spelt y e.g. <i>gym, mystery</i></p> <p>u spelt ou e.g. <i>double, trouble</i></p> <p>Prefix – in, dis, mis, re</p> <p>Suffix – ation, ous, ion, ian,</p> <p>Words ending in ure e.g. <i>treasure, measure</i></p> <p>Words ending in sion e.g. <i>collision, television</i></p> <p>k sound spelt ch e.g. <i>choir, chord</i></p> <p>sh sound spelt ch e.g. <i>chalet, charlotte</i></p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Statement, question, exclamation, command</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Speech marks</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 description</li> </ul> <p>Singular / plural Suffix</p> <p>Adjective / noun / Noun / phrases Verb / adverb / bossy verbs</p>

Non-negotiables written in bold

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<p>e.g. Text map, washing line, 'Boxing-Up' grid, story grids</p> <p><b>Paragraphs to organise ideas around a theme</b></p> <p><b>Write under headings and sub-headings</b></p> <p><u>Introduction</u> Develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...? When...? How...?</i></p> <p><u>Middle Section(s)</u> Group related ideas / facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs List of steps to be taken Bullet points for facts Flow diagram</p> <p><u>Develop Ending</u> Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b></p>	<p><b>Compound sentences (Coordination) using conjunctions: <i>and/or/but/so/for/or/yet</i></b></p> <p><b>Complex Sentences (Subordination) using conjunctions: <i>because, while, if, although</i></b></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue – powerful speech verb e.g. "Hello," she whispered Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>-‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i></p>	<p>vowel e.g. <i>a rock, an open box</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. auto... super... anti...</p> <p>Word families based on common words e.g. <i>teacher – teach, beauty - beautiful</i></p>	<p>g sound spelt gue e.g. <i>league, fatigue, intrigue</i></p>	<p>Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – ‘as’ / ‘like’</p> <p><u>Introduce</u></p> <ul style="list-style-type: none"> <li>• Word family</li> <li>• Conjunction</li> <li>• Adverb</li> <li>• Preposition</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Consonant /vowel</li> <li>• Prefix</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Determiner</li> <li>• Synonyms</li> <li>• Relative clause</li> <li>• Relative pronoun</li> <li>• Imperative</li> <li>• Colon for instructions</li> </ul>
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