







**Year 3 English Progression Document**

Term	Autumn 1 (7 ½ weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
<b>Theme</b>	<b>Autumn 1</b> <b>From Rock to Heavy Metal</b>  <b>What were the lives like of early humans and how did they develop?</b>		<b>Autumn 2</b> <b>Earth Shattering Disasters</b>  <b>We are learning the reasons why natural disasters occur.</b>		<b>Spring 1</b> <b>Ancient Egyptians</b>  <b>Why were the Ancient Egyptians significant in history?</b>		<b>Spring 2</b> <b>Rampaging Romans</b>  <b>Why were the Romans so well-known and powerful?</b>		<b>Summer 1</b> <b>Rampaging Romans</b>  <b>Why were the Romans so well-known and powerful?</b>		<b>Summer 2</b> <b>Portsmouth Over Time</b>  <b>How has Portsmouth changed geographically over time and how do we preserve it for the future?</b>	
<b>Text Drivers</b>	Stone Age Boy Narrative	Non-Fiction texts (encyclopedia)	Flood	Earth Shattering Events	The Plot on the Pyramid	Ancient Mummification	Escape from Pompeii	Non-Fiction text - Romans	Time Hunters Gladiator Clash	Newspapers	Greta and the Giants	Poems
<b>Link Texts</b>	Exploring life in the stone age Curriculum Visions Explorers Dr Brian Knapp	The Great Cave – Terry Deary  The stone age and bronze – Discover through craft – Jen Green	Newspaper extracts and web pages about different Floods – Venice, Pakistan etc	Bear Grylls Adventures – The Blizzard Challenge The Earthquake challenge	Ancient Egyptians	Ancient Egyptians – Explorers Project History Egyptians	The Thieves of Ostia	Romans – Fiona Macdonald Exploring Ancient Rome – Dr Brian Knapp	Different styles of poems	The Roman Chronicle – different Roman newspapers	Guardians of the Planet – Clive Gifford	Poetry – different poets
<b>Mini / Short Writing Outcome(s) and purpose</b>	Mini write – setting description choosing Paleolithic, Mesolithic, Neolithic	Mini Write - Explanation Text - Cave Paintings	Email to a friend from the perspective of the main character in Flood.	Account of what they have witnessed in an instructional video for schools facing natural disaster training around the world.	Retell a scene from The Plot on the Pyramid which has been unpicked in DR.	Poster persuading people to visit the pyramids.	First person recount of what is happening right at the start of the story 'Escape from Pompeii' focusing on the 5 senses.	Voice recording of question and answer interview session about what the Romans introduced, e.g. Roads, Sanitation, Aqueducts	Poetry – writing different styles of poems on Roman life	Report on a Roman battle	Persuade headteacher to have green trees in the playground.	Poetry – writing different styles of poems about Portsmouth and the environment

<b>Longer / Main Writing Outcome(s) and purpose</b>	Narrative: Two contrasting setting descriptions within a narrative based on Stone Age Boy	Explanation: Encyclopedia entry on how to create a stone age cave painting. (This has elements of a procedural text).	Recount: Informal letter written from the perspective of a flood victim.	Instructions: How to survive a tsunami/volcano/earthquake. <b>Factual elements come through the introduction and conclusion.</b>	Narrative: Portal story using The Plot on the Pyramid as the stimulus.	Persuasive: Travel brochure on 'Why should you visit Ancient Egypt?'	Recount: Diary entry from a person living in Pompeii the day before and the day after the eruption of Mount Vesuvius.	Report: Chronological report titled 'What the Romans have done for us?'	Poetry: Poetry based on the gladiators.	Report: A newspaper report on Julius Cesar.	Persuasive: Write a letter to inform and persuade PCC to make Portsmouth even greener.	Poetry: A haiku poem about sustainability.
<b>Audience</b>	<b>Year 4</b>	Year group encyclopedia for year group library written for other children in the year group and visitors to the year group.	To a friend in the class	Written for children in an international school who face natural disasters.	Story time with their family/loved ones so they can share their stories.	Display for visitors and other children around the school.	For other children who want to learn about Pompeii.	Share on the website for families/loved ones to see.	Perform their poetry for SLT and the rest of the year group.	For other children who want to learn about Julius Cesar.	Portsmouth City Council	To be read aloud to their new Year 4 teachers.
<b>Punctuation</b>	-Capital letters and full stops using commas after fronted adverbials,	Capital letters and full stops Commas in a list Question using commas after fronted adverbials,	Capital letters and full stops Question using commas after fronted adverbials,	Capital letters and full stops using commas after fronted adverbials,	Capital letters and full stops Speech marks using commas after fronted adverbials,	Capital letters and full stops using commas after fronted adverbials, indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating	Capital letters and full stops possessive apostrophe with singular and plural nouns using commas after fronted adverbials Speech marks	Capital letters and full stops using commas after fronted adverbials Question	Capital letters and full stops	Capital letters and full stops possessive apostrophe with singular and plural nouns using commas after fronted adverbials Speech marks	Capital letters and full stops using commas after fronted adverbials Question	Capital letters and full stops

						direct speech						
<b>Grammatical Features</b>	-a sentence should include a subject and verb -Use adjectives to modify nouns to create expanded noun phrases - To use coordinating conjunctions to join clauses	To recap on our phonic sounds with a focus upon adding suffixes to the ends of a range of words To use coordinating conjunctions to join clauses To use adverbs and prepositions to express time and place	Coordinating and subordinating conjunctions  Use adverbs and prepositions to be specific  Use conjunctions to join clauses and extend ideas  Structure and content of a letter	Fronted adverbials A list of 3 Use a range of sentence structures Heading and sub headings	Use a range of descriptive features with adjectives To use adverbs and prepositions Correct tense  Past and progressive tense  Use of accurate speech punctuation Use of narrative structure – explore paragraphing  Use speech in writing	Coordinating and subordinating conjunctions Editing skills Write in second person	Use descriptive feature Use paragraphs to structure writing	Correct tense Coordinating and subordinating Past tense  To use a range of descriptive features to add detail e.g. adverbs, prepositions To use paragraphs to structure my writing	Use a range of descriptive features with adjectives	Use paragraphs Use a range of descriptive features with adjectives To use adverbs and preposition Coordinating and subordinating conjunctions	Coordinating and subordinating  Adverbials  Structure, purpose and content of a persuasive letter  Paragraphs  Second person	Adjectives and the effectiveness Haiku – poem
<b>Spellings</b>	Early Material Build Earth Natural History Important		Y as an I Mystery, Egypt, Pyramid – do as vocab lesson in Theme  Breathe Appear Accident	Appear Build Heart Centre Experience History Imagine			Century Continue Experience Famous Group Guard Heard				Bicycle Island History Consider Exercise Medicine Natural	

	Various Circle	Caught Consider Describe Centre Experience Extreme Heard Important Natural Peculiar Purpose Strange		Imagine Important Knowledge Question Strength Various Weight	Perhaps Promise Question Special Suppose Various
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Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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