







Year 3 English Progression Document

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	Autumn 1 From Rock to Heavy Metal 		Autumn 2 Earth Shattering Disasters 		Spring 1 Ancient Egyptians 		Spring 2 Rampaging Romans 		Summer 1 Who lives in Antarctica? 		Summer 2 Rainforests 	
Text Drivers	Stone Age Boy	How to Wash a Woolly Mammoth by Michele Robinson	Flood		The Plot on the Pyramid The boy who stole the Pharaohs lunch (Craneswater)		Escape from Pompeii		Ice Trap!		Greta and the Giants	There's a rang-tan in my bedroom.
Link Texts	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 – Floods in Venice, Pakistan etc Bear Grylls Adventures – The Blizzard Challenge The Earthquake challenge Earth Shattering Events		Ancient Egyptians – Explorers Project History Egyptians		Gladiator Clash – Terry Deary Romans – Fiona Macdonald Exploring Ancient Rome – Dr Brian Knapp Empire's End – A Roman Story		Earnest Shackleton – Little people, big dreams		Small Worlds: Earth	
Mini / Short Writing Outcome(s) and purpose	Mini write – setting description choosing Paleolithic, Mesolithic, Neolithic	Instructions on how to make a Stone Age cave painting	Letter from a different perspective in the book.	Short excerpts from the story that they won't be including in their final write.	Retell a scene from The Plot on the Pyramid which has been unpicked in DR.	Poster persuading people to visit the pyramids.	Narrative linked to Tranio & Livia escaping the eruption of Mount Vesuvius	Paragraphs of a non-chron linked to the history learning.	Narrative - Ernest Shackleton mission to reach Antarctica	Diary entry of your life	Persuasive letter to Mr Johnson to have Friday afternoon	Narrative based in a rainforest before any destruction
Longer / Main Writing	Narrative: Setting	Instructions: Instructions on 'how to	Recount: Letter written	Narrative: Retelling of Flood.	Narrative:	Persuasive: Travel brochure on	Narrative: Battle scene	Report: Non-chronological	Narrative: Setting	Recount:	Persuasive:	Narrative: Retell and tweak

Outcome(s) and purpose	description based on Stone Age Boy.	wash a woolly mammoth'.	from the perspective of a flood victim from the book.	Poetry: Christmas	Portal story that ends in a pyramid.	'Why should you visit Egypt?'	linked to the gladiators.	report about the Romans.	description of Antarctica from illustrations in Ice Trap!	Diary entry linked to Shackleton	Write a letter to stop deforestation.	'There's a Rang-Tan in my bedroom'.
Audience	Children learning about the stone age boy.	Cave person.	To a friend.	Share with partner year group.	Story time with their family/loved ones so they can share their stories.	Display for visitors and other children around the school.	Year 3 children - Create a class book to go in the library	Share on the website for families/love d ones to see.	Share with explorers	For other children who want to learn about Shackleton.	The Government	To be read aloud to their new Year 4 teachers.
Prior learning from previous year/s	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions.	Use command sentences starting with an imperative verb. Commas in a list.	Use past and present tense throughout writing. Use progressive verbs forms. Use conjunctions for coordination and subordination. Use noun phrases.	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions. Adjectives, including	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions.	Written in present tense. Rhetorical questions. Effective use of noun phrases.	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions.	Use present and past tense throughout writing. Questions can be used to form titles. Use conjunctions to aid explanation. Use adjectives including comparative adjectives to create description.	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions.	Use past and present tense throughout writing. Use progressive verbs forms. Use conjunctions for coordination and subordination. Use noun phrases.	Written in present tense. Rhetorical questions. Effective use of noun phrases.	Apostrophes can be used for possession. Sentences demarcated with full-stops, capital letters and finger spaces. Use of conjunctions to join ideas and enable subordination. Exclamation marks to indicate emotions.

	Adjectives, including comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.			comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.	Adjectives, including comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.		Adjectives, including comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.		Adjectives, including comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.			Adjectives, including comparative adjectives to aid description. Noun phrases to create effective description. Verbs chosen for effect.
Grammatical Features	Noun phrases can be used to create effective description, e.g. the deep, dark woods. Verbs and adverbs should be chosen for effect to show rather than tell. Cohesion	Command sentences starting with an imperative verb. Commas in a list can be used to separate required materials. Conjunction, adverbs and prepositions can be used to order and	Express time, place and cause using conjunctions , adverbs and prepositions . Inverted commas can be used to punctuate direct speech.	Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs to denote the passage of time. Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time	Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs to denote the passage of time. Adverbs e.g. first, then, after that,	Express time, place and cause using conjunctions , adverbs and prepositions . Use present perfect form of verbs.	Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. Noun phrases can be used to create	Express time, place and cause using conjunctions , adverbs and prepositions . Headings and subheadings used to aid presentation . Use conjunctions e.g. because to aid explanation	Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... Using prepositions e.g. before, after, during, after, before, in, because of...	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions . Inverted commas can be used to punctuate direct speech. Use progressive verb forms.	Express time, place and cause using conjunctions , adverbs and prepositions . Use present perfect form of verbs.	Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... Inverted commas can be used to punctuate

	<p>created through avoiding repetition of nouns and pronouns.</p>	<p>explain the procedure, e.g. when this has been done...next add...</p> <p>Headings and subheadings to aid presentation</p>		<p>and for structuring the narrative.</p> <p>Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...</p> <p>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</p>	<p>finally... are useful for denoting shifts in time and for structuring the narrative.</p> <p>Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...</p> <p>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</p>		<p>effective descriptions, e.g. the deep, dark woods.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p>	<p>Use adjectives including comparative adjectives to create description</p>	<p>enables the passage of time to be shown in the narrative and the narrative to be moved on.</p> <p>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</p> <p>Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</p>		<p>direct speech this allows characters to interact and the story to be developed.</p> <p>The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</p> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p>
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Spelling (Spelling Shed)	Stage 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective	Step 1: Words where the digraph 'ou' makes an /ou/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
	Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
	Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
	Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
	Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision words
	Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise

Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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