



Naunton Park Writing Progression Y3 NB: Practise and consolidate Y1/2 lists

NC terminology for children: preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')

TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing	SENTENCE LEVEL: structure, grammar and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories and non-fiction with lively expression. Allow time during imitation phase for children to fully internalise a text. Innovate known story, while <u>substituting</u> or <u>adding</u> new ideas, description or events.</p> <p>Plan and/or orally rehearse before writing. Use shared/ guided writing.</p> <p>Organise material around a theme leading into use of paragraphs. Help children understand that 'chunking' related thoughts and ideas into paragraphs helps the reader. A new paragraph suggests a shift to something new or different. Establish 'boxing up'.</p> <p>Use a variety of adverbials as sentence openers (ed-ing-ly) Bored with waiting, Jake wandered off... Shaking, Jo felt for the switch... Quietly she crept past...</p>	<p>Internalise, a range of sentences drawn from oral models and explore their purpose and effect on the reader.</p> <p>Use wider range of subordinating conjunctions to add information and extend ideas; show reason, cause and time: so that, while, when, in order to, until... e.g. Leo took the food <u>because</u>... We water the plants <u>so that</u> ...</p> <p>Introduce concepts of <u>main</u> and <u>subordinate</u> clauses Use subordinating conjunctions to identify the subordinate clause: We put on our coats <u>when</u> it is winter... <u>While</u> I walked down the street, it started to rain.... During the Autumn, <u>when</u> the weather is cold etc...</p> <p>Extend knowledge of relative clauses (who clause) and add which whom, whose and that.... To 'drop in' clauses for additional information. Sam, <u>who was lost</u>, sat down and cried....The Fire of London, <u>which started in Pudding</u></p>	<p>Use a range of prepositions and simple prepositional phrases: during, throughout, in front of, by the side of; with a blue sail.</p> <p>Adjectives:</p> <ul style="list-style-type: none"> – Use a greater range of adjectives for precision and impact – Emphasise choosing carefully. – Use adjectives of degree to express a simple range of intensity: boiling – warm- tepid – cold – freezing etc. <p>Nouns:</p> <ul style="list-style-type: none"> – 'Name it' - use specific nouns to create effect: poodle instead of dog – Understand collective nouns and use simple ones accurately in a sentence: a flock of sheep – Or invent own collective nouns: a shaggy field of sheep.. – Use more sophisticated noun phrases: lots of money; a horror film – Find and invent nouns formed from prefixes e.g. in- re- auto- super- <p>Adverbs:</p>	<p>Use specific and technical vocabulary to add detail: A few dragons of this variety can breathe on any creature and turn it to stone immediately... Drops of rain pounded on the corrugated, tin roof.</p> <p>Use boastful language to interest the reader, eg magnificent, unbelievable, exciting!</p> <p>Use similes with as/like... and extend ... like a boat bouncing on stormy waves ...like a cat purring loudly</p> <p>Use personification to endow non-human things with thoughts and feelings eg The lizard froze, wondering why...; Trees looking up to the sky...; The unlit doorway beckoning her on...</p> <p>Choose verbs for speech which show a character is feeling, eg sighed, shouted, joked.</p> <p>Include exclamations: Oh dear! Hey!</p>

<p>Experiment with the position of the adverbial (ed-ing-ly, when and where): Slowly, we walked home. We walked slowly home. We walked home slowly.</p> <p>Consolidate and develop use of conjunctions for different text types, eg also, additionally, furthermore.</p> <p>Use tenses and first/third person consistently.</p> <p>Use pronouns:</p> <ul style="list-style-type: none"> – to help sentences flow, and to join them up coherently. – understand that nouns and pronouns within sentences must relate to each other clearly. – understand how over-use of pronouns can confuse readers and lead to ambiguity. <p>Organise with – headings, titles and subtitles, fact boxes, etc.</p> <p>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<p><u>Lane</u>, spread quickly.... Add commas.</p> <p>Vary sentence openings:</p> <ul style="list-style-type: none"> – ‘ed, ing, ly’ starters: <u>Exhausted</u>, he sank to his knees... <u>Sighing</u>, the boy finished his lunch... <u>Carefully</u>, Max shook the package... – when starters (time conjunctions): Eventually, When, Next day, After; – where starters (prepositional phrases): beside the tree..., inside the casket..., – use ‘patterns of 3’ sentences for description and action: We finished our lunch, got on the coach and sang loudly. <p>Introduce topic sentences to summarise and begin a non-fiction paragraph: <i>Dragons live in a variety of different habitats.</i> Topic sentences are like sub-headings, they guide the reader.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> – FS, CL, !, ? & colon to list – Use commas after ‘openers’, for ‘ed,ing,ly’ starters and to mark ‘dropped in’ phrases and clauses – Develop use of speech marks and speech verbs + new line – Apostrophe for contraction 	<ul style="list-style-type: none"> – Form adverbs from adjectives using suffix –ly e.g. sadly, completely – Use adverbial phrases showing where and how something happens: at the end of the lane; over the hill; into the bowl with a bump; – Use a range of single adverbs within sentences to show <u>how</u>: They plodded on <u>silently</u> up the hill. <p>Verbs:</p> <ul style="list-style-type: none"> – Use powerful verbs. Find synonyms eg said: went, walked, looked, ate, came, got = muttered; slithered; stared, gobbled... – Use past perfect verbs to mark relationships of time and cause: He <u>has eaten</u> the bones as well, so there is nothing left for anyone else. – Use ‘future’ correctly “I will drive... – Use <u>irregular</u> and <u>inflected</u> past tenses accurately I went... I did... She has gone... They were... etc. <p>Word families:</p> <ul style="list-style-type: none"> – Investigate meaning and spellings of related words with suffixes e.g. help, helps, helped, helper, helping, helpful helpless, helplessly etc. fear, fearless, fearful feared etc. <p>Begin to learn the words on the Y3/4 Statutory List.</p>	<p>Ow! Well I never! Some exclamations begin with What or How e.g. What a beautiful day! How stupid he is! What a quiet little girl!</p> <p>Ask questions of the reader (rhetorical question) eg a question in the title to intrigue/hook the reader, e.g. Yetis – do they exist?...</p> <p>Would you recognise an ogre if one came calling? Or in discussion and persuasive texts eg What do you think? Would you want your pet to be treated like this? Or in Instructional texts: How do you trap a troll? Or in story: What was it?</p> <p>Use alliteration to create sound effects, eg the wild wind whipped the shoreline.</p> <p>Notice onomatopoeia when rereading words which echo sounds associated with their meaning: clang, hiss, crash, cuckoo.</p>
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