

## Read to Write: Progression Overview Counts in Year 3

A	B	C	D	E	F
<b>Vehicle Text</b>					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Narrative:</b> Approach Threat Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Fable Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Egyptian Mystery Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Lost Narrative <b>Purpose:</b> To narrate
<b>Explanation:</b> How to capture the Iron Man <b>Purpose:</b> To explain	<b>Information:</b> Foxes <b>Purpose:</b> To inform	<b>Recount:</b> River Information Leaflet <b>Purpose:</b> To inform	<b>Information:</b> Letters <b>Purpose:</b> To recount	<b>Instructions:</b> Secret Diary <b>Purpose:</b> To recount	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount
<b>Grammar: Word</b>					
<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti-	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
<b>Grammar: Sentence</b>					
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
<b>Grammar: Text</b>					
<b>Build on previous year &amp; focus on:</b> Present perfect form of verbs	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
<b>Grammar: Punctuation</b>					
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Build on previous units &amp; focus on:</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech
<b>Terminology for Pupils</b>					
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					