













# Progression Document for Year 3

| Writing Root Text  |  <b>The Barnabus Project</b>   |  <b>Leon and the Place Between</b>  |  <b>Our Tower</b>   |  <b>The Last Garden</b>   |  <b>The First Drawing</b>   |  <b>The Heart and the Bottle</b>  |
|--|--|---|--|---|---|---|
| <b>Outcomes</b><br><br>Fiction<br>Non-fiction<br><br><b>Main outcome</b>   | Instructional writing<br>Descriptions<br>Advertisements<br>Writing in role<br>Letters of advice<br>Dialogue<br><br><b>Newspaper article</b>  | Persuasive posters<br>Reviews<br>Setting descriptions<br>Thought bubbles / diary entries<br>Dialogue<br><br><b>Own version narrative</b>  | Poems<br>Setting descriptions<br>Diary entries<br>Dialogue<br>Letters of thanks<br><br><b>Extended narrative</b>   | Setting descriptions<br>Adverts<br>Recounts<br>Instructional flyers<br>Online responses<br>Dialogue<br>Formal speech<br><br><b>Own version narrative</b>  | Imaginary scenarios<br>Character descriptions<br>Diary entries<br>Recounts<br><br><b>Own version narrative</b>  | Dialogue<br>Postcards<br>Character descriptions<br>Diary entries<br>Poetry<br>Letters of advice<br><br><b>Own version narrative</b>   |
| <b>Audience / Form</b><br><br><b>Purposes covered</b>  | Description of 'perfect pets'<br>Shop advert<br>Thought bubble for Barnabus<br>Diary entry as Barnabus/failed pet<br>Escape plan instructions<br><br><b>Brochure to advertise a new pet shop</b><br><br>Describe<br>Persuade<br>Reflect<br>Instruct  | Persuasive poster invite to the magic show<br>Audience member review of the show<br>Setting description inside the tent<br>Conversation between the children<br><br><b>Own version fantasy narrative</b><br><br>Persuade<br>Inform<br>Describe<br>Entertain   | Sound poem of a walk to the park<br>Setting descriptions<br>Conversation between children and Tree-Grown Man<br>Diary entry of one child<br>Letter to the Tree-Grown Man<br><br><b>Extended fantasy narrative</b><br><br>Entertain<br>Describe<br>Reflect<br>Inform  | Setting description of the city then and now<br>Advert to come to the garden<br>Recount in role<br>Instructions for staying safe<br>Response to an online post<br>Formal awards speech<br><br><b>Own version tale of overcoming adversity</b><br><br>Describe<br>Persuade<br>Recount  | Imaginary Stone Age scenarios<br>Diary of a Stone Age boy<br>Description of a woolly mammoth<br>First person recount<br><br><b>First person historical narrative</b><br><br>Reflect<br>Describe<br>Entertain  | Conversation between Grandpa and the girl<br>Postcard from the girl<br>Character description of the girl<br>Diary entry as the girl<br>Poem about emotions<br>Letter of advice to a friend<br><br><b>Own version 'dilemma' narrative</b><br><br>Recount<br>Describe<br>Reflect<br>Entertain<br>Persuade                             |
| <b>Grammar coverage</b><br>(these may be taught multiple times throughout the sequence)<br>* indicates coverage from a different year group<br><br>Word<br>Sentence<br>Punctuation<br>Text | types of nouns<br>imperative verbs<br>suffix -er<br><br>adverbs of time<br>expanded noun phrases<br>prepositions<br>range of sentence types*<br>conjunctions - because<br>fronted adverbials*<br><br>apostrophes for contraction*<br>inverted commas for speech<br>commas to mark clauses<br><br>present perfect<br>paragraphs to group material | abstract nouns<br>word classes<br>vocab choices for effect<br>modal verbs*<br><br>range of sentence types*<br>expanded noun phrases<br>adverbs / adverbial phrases<br>conditional sentences - if<br><br>intro to inverted commas<br>question marks*<br><br>pronouns for cohesion*<br>consistent use of tense* | onomatopoeia<br><br>prepositions – in, of<br>expanded noun phrases<br>range of sentence types*<br>conjunctions - but, although, before, after, while<br>adverbials of time<br>order of clauses*<br><br>inverted commas for speech<br>apostrophes for contraction*<br>bullet points to organise*<br><br>present perfect<br>simple past tense*<br>paragraphs to group material | -ful / -less suffix*<br>adverbs with -ly*<br>superlatives -est*<br><br>abstract noun phrases with 'of'<br>subordinating / contrasting conjunctions<br>sentence types*<br>subordinate clauses<br>prepositions – before / after<br>adverbials of time<br><br>possessive apostrophe*<br>commas after fronted adverbials*<br>inverted commas for speech<br>apostrophes for contraction<br><br>present perfect<br>paragraphs to group material | modal verbs*<br>regular* / irregular plural nouns<br><br>subordination – because, as, since*<br>conditional sentences – if<br>noun phrases expanded with 'with*'<br>fronted adverbials<br><br>exclamation marks*<br>question marks*<br>inverted commas for speech<br>apostrophes for possession / omission*<br><br>paragraphs to group material | prefixes – un, mis, dis*<br>abstract nouns<br>similes<br>adjectives ending 'ous'<br><br>questions*<br>exclamations*<br>adverbial phrases<br>conjunctions to sequence / contrast / explain<br><br>question marks*<br>inverted commas for speech<br><br>present perfect<br>paragraphs to group material<br>bullet points to organise* |

# Progression Document for Year 3

| Writing Root Text   |  <b>The BFG</b>   |  <b>Cloud Tea Monkeys</b>   |  <b>The Thames and Tide Club</b>   |  <b>Flotsam</b>   |  <b>The Tin Forest</b>  |  <b>Nen and the Lonely Fisherman</b>   |
|---|---|---|---|---|---|--|
| <b>Outcomes</b><br><br>Fiction<br>Non-fiction   | Character descriptions<br>Wanted posters<br>Instructions<br>Dream scenarios<br>Diary entry recounts<br>New Chapters<br>Letters<br><br><b>Brochure</b>   | Descriptive passages<br>Writing in role<br>'How to' guides<br>Letters<br>Discussions<br><br><b>Non-chronological report</b>   | Persuasive letters<br>Diary entries<br>Weather reports<br>Advertisements<br>Dialogue<br><br><b>Own version fantasy narrative</b>  | Postcards<br>Setting descriptions<br>Non-chronological reports<br>Informal letters<br><br><b>Sequel</b>   | Persuasive posters<br>Information leaflets<br>Postcards<br>Diary entries<br>Wishes<br>Setting descriptions<br><br><b>Persuasive information leaflet</b>   | Adverts<br>Character descriptions<br>Thought bubbles<br>Diary entries<br>Setting descriptions<br><br><b>Own version narrative</b>  |
| <b>Audience / Form</b>  | Character description of the giant<br>Wanted poster for a giant<br>Recipe instructions for 'Revoluting Recipes' book<br>Dream scenarios<br>New chapter called 'The Plan'<br>Letter to the BFG<br><br><b>Own version 'child and giant' story</b> | Tea label descriptions<br>Description of scene<br>Thought bubble in role as Tashi<br>Tea-tasting instructions<br>Thank you letters from Tashi<br>Questions about fair trade<br><br><b>Non-chronological report about fair trade</b> | Persuasive letter to join the mudlarks<br>Diary entry as Clem<br>Weather report for London<br>Email of advice to Clem<br>Tourist advert for Undercity of London<br>Section of dialogue<br><br><b>Own version mudlarking fantasy narrative</b> | Postcard to a friend<br>Logbook entries to describe findings<br>Report about types of camera<br>Message in a bottle letter to find a scientist<br><br><b>Mystery narrative sequel</b>                 | Persuasive poster to encourage recycling<br>Informative leaflet for getting rid of rubbish<br>Postcard to offer advice to Old Man<br>Diary entry in role as Old Man<br>Wish to the Moon<br>Setting description of forest<br><br><b>Information leaflet about protecting the local environment</b> | Lonely hearts advert<br>Thought bubbles for Nen and Ernest<br>Diary entry for Nen about a key event<br>Message in a bottle setting description<br><br><b>Own version traditional tale with a twist</b> |
| <b>Purposes covered</b>   | Recount<br>Describe<br>Persuade<br>Entertain<br>Inform  | Describe<br>Reflect<br>Inform   | Persuade<br>Reflect<br>Inform<br>Entertain  | Inform<br>Describe<br>Entertain   | Persuade<br>Inform<br>Reflect<br>Describe   | Describe<br>Reflect<br>Entertain   |
| <b>Grammar coverage</b><br>(these may be taught multiple times throughout the sequence)<br>* indicates coverage from a different year group | <b>Word</b><br><br>word classes<br>noun / verb / adjective choices for effect<br>compound words *<br>-sion / -cian / -tion suffix   | use forms of a or an<br>imperative verbs<br>homophones  | modal verbs*<br>use forms of a or an<br>adverbs with -ly*   | sub- prefix   | alliteration<br>strength of adjectives  | use forms of a or an<br>-ing forms of adjectives<br>verbs for personification  |
|   | <b>Sentence</b><br><br>adverbs / adverbial phrases<br>similes with 'like' or 'as'<br>commands *<br>conditional sentences – if / when<br>cause and effect<br>conjunctions – because, as, whilst  | expanded noun phrases<br>prepositions<br>conjunctions of time / place / cause<br>sentence types *   | conjunctions – because, as, since<br>conditional sentences – if<br>noun phrases with 'of' or 'with'<br>range of sentence types *<br>adverbials of time  | conjunctions - but, so *<br>conjunctions of time and cause – because, as, since<br>adverbial phrases<br>fronted adverbials *<br>expanded noun phrases<br>prepositions – of, with, through, around, on | noun phrases *<br>expanded noun phrases with 'with' *<br>range of sentence types *<br>subordinating conjunctions – although, whilst, because, since<br>modal verbs *<br>preposition phrases   | expanded noun phrases<br>conjunctions to join / contrast<br>preposition phrases<br>adverbs of time   |
|   | <b>Punctuation</b><br><br>begin to use commas after fronted adverbials *<br>inverted commas for speech  | sentence ending punctuation *   | apostrophes for contraction*<br>question marks *<br>exclamation marks *<br>inverted commas for speech   | comma after fronted adverbials *  | question marks *<br>exclamation marks *   | question marks *<br>commas in a list   |
|   | <b>Text</b><br><br>headings – recipe writing<br>paragraphs to group material<br>consistent use of past tense  | present perfect<br>headings and sub-headings<br>paragraphs to group material  | present perfect<br>change of tense *<br>commas in lists*<br>paragraphs to group material<br>consistent tense*   | paragraphs to group material<br>pronouns to avoid repetition  | past perfect tense<br>future tense – will<br>paragraphs to group material<br>headings   | present perfect<br>paragraphs to group material  |