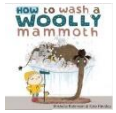
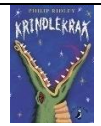
English Progression Map

Year 3

	Autumn					Spring				Summer		
Text Coverage												
Writing Genre	Recounts – Stone Age Boy	Instructions – How to Wash a Woolly Mammoth	Persuasion	Narrative – Spud Murphy Persuasive text	Winter poetry	Non-chronological reports	George and the Dragon/ Dragon Slayer	Humorous poetry	Narrative - Krindlekrax Non-chronological report	Shape poems	Explanation text (linked to DT/ Science Plants unit)	Narrative – Land of Roar
Number of Weeks	4	3	1	5	2	2	4	1	6	2	2	6
Spoken Language	• To ask relevant questions to build vocabulary, understanding and knowledge. • To listen and respond appropriately to adults and peers.	• To listen and respond appropriately to adults and peers. • To give well-structured descriptions and explanations. • To use spoken language to speculate, hypothesise, imagine and explore ideas. • To select and use appropriate registers for effective communication.	• To gain, maintain and monitor the interest of the listener. • To consider and evaluate different viewpoints. • To speak audibly and with an increasing command of standard English. • To select and use appropriate registers for effective communication.	•To articulate and justify answers, arguments and opinions • To ask relevant questions to build vocabulary, understanding and knowledge	• To articulate and justify answers, arguments and opinions • To give well-structured descriptions and explanations	• To maintain attention and participate in collaborative discussions, initiating and responding to comments • To use spoken language to speculate, hypothesise, imagine and explore ideas	• To speak audibly and with an increasing command of standard English • To participate in discussions, presentations, performances and debates • To articulate and justify answers, arguments and opinions	• To gain, maintain and monitor the interest of the listener • To participate in discussions, presentations, performances and debates	• To participate in discussions, presentations, performances and debates • To select and use appropriate registers for effective communication • To consider and evaluate different viewpoints	• To speak audibly and with an increasing command of standard English	•To listen and respond appropriately to adults and peers. • To gain, maintain and monitor the interests of the listener. • To consider and evaluate different viewpoints. • To ask relevant questions to build vocabulary, understanding and knowledge.	• To give well-structured descriptions and explanations. • To maintain attention and participate in collaborative discussions, initiating and responding to comments. • To participate in discussions, presentations, performances and debates. • To use spoken language to speculate, hypothesise, imagine and explore ideas.
Reading – word reading	• To read accurately new words of two or more syllables in my books.	• To show a developing awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, inverted commas for dialogue, commas, ellipsis and brackets • To experiment with unusual correspondences	• To listen to and discuss a wide range of fiction and non-fiction.	•To show a developing awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, inverted commas for dialogue, commas, ellipsis and brackets. •To become increasingly familiar	• To listen to and discuss a wide range of poetry. • Know some poems by heart • Read poems aloud using control, intonation and volume • Recognise some forms of poetry	• To apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • Ask questions to help me further my understanding of the texts.	• Listen and discuss a range of fiction books • Become increasingly familiar with a wide range of books including fairy stories and myths and legends	• Beginning to explain the meaning of a word in context using knowledge of root words, prefixes and suffixes • Experiment with unusual correspondences between sounds and spelling eg technical could be technical or technical	• Show a developing awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, inverted commas for dialogue, commas, ellipsis and brackets • Read accurately new words of two or more syllables in my books	• Explain the meaning of a word in context • Recognise some forms of poetry eg free verse and narrative • Read poems and play scripts aloud using control, intonation and volume	• Experiment with unusual correspondences between sounds and spelling eg technical could be technical or technical	• Listen to and discuss a wide range of fiction, poetry, non fiction and reference books • Become increasingly familiar with a wide range of books including fairy stories and myths and legends

		between sounds and spelling • To apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.		with a wide range of books including fairy stories and myths and legends.				• Read poems and play scripts aloud using control, intonation and volume	• Become increasingly familiar with a wide range of books including fairy stories and myths and legends • Draw inferences from my reading eg inferred characters, thoughts and motives • Discuss what I have learned in my reading and about texts that I have read to me; I take turns and listen to others			
Reading – comprehension	• Explain the meaning of a word in context • Ask questions to improve understanding of a text. • Recall and summarise main ideas • To retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions.	• To identify instruction texts by identifying their language features. • To ask questions to improve understanding of a text. • To discuss words and phrases that the author uses to grab attention of the reader and check the meaning of words using a dictionary • To identify the main theme in the text • To begin to identify non-fiction text types by identifying their language features • To retrieve specific information from non-fiction texts	• To identify persuasive texts by identifying their language features. • To discuss words and phrases that the author uses to grab the attention of the reader and check the meaning of the words using a dictionary • To retrieve specific information from non-fiction texts • To identify and explain why certain words and phrases capture the reader's interest and imagination	• To make plausible predictions about a text using a range of clues. • To begin to explain the meaning of a word in context • To identify recurring themes and elements in different stories and poetry eg good over bad, magical devices. • To retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions • To begin to use inferences and deduction skills to discuss, character, moods, feelings and attitudes using the clues from the text • To sometimes empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act. • To ask questions to improve understanding of a text. • To recall and summarise main ideas. • To quote directly from the text to support thoughts and discussions.	• Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books • To prepare poems to be read aloud using control, intonation and volume	• Retrieve specific information from non-fiction texts • Use titles, sub headings, indexes to locate information • Ask questions to help me further my understanding of the texts. • Identify the main ideas within paragraphs	• Identify recurring themes and elements in different stories and poetry eg good over bad, magical devices • Predict what might happen • Recall and summarise main ideas • Discuss words and phrases that the author uses to grab attention of the reader and check the meaning of words using a dictionary	• Identify and explain why certain words and phrases capture the reader's interest and imagination • Identify recurring themes and elements in different stories and poetry eg good over bad, magical devices • Recognise some forms of poetry eg free verse and narrative	• Use dictionaries to check the meaning of words • Identify recurring themes and elements in different stories and poetry eg good over bad, magical devices • Ask questions to help me further my understanding of the texts. • Identify the main ideas within paragraphs • To retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions • I am beginning to use inferences and deduction skills to discuss, character, moods, feelings and attitudes using the clues from the text • To sometimes empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act • Quote directly from the text to support thoughts and discussions • Identify and explain why certain words and phrases capture the reader's interest and imagination Identify the main ideas within paragraphs	• Identify the main theme in the text • Identify and explain why certain words and phrases capture the reader's interest and imagination	• Retrieve specific information from non-fiction texts • Explain the meaning of ambitious words • Discuss what I have learned in my reading and about texts that I have read to me; I take turns and listen to others	• Predict what might happen • Identify recurring themes and elements in different stories and poetry eg good over bad, magical devices • Ask questions to improve understanding of a text. • Identify and explain why certain words and phrases capture the reader's interest and imagination Identify the main ideas within paragraphs • Draw inferences from my reading eg inferred characters, thoughts and motives • Discuss what I have learned in my reading and about texts that I have read to me; I take turns and listen to others • Discuss words and phrases that the author uses to grab attention of the reader and check the meaning of words using a dictionary
Writing Composition	• Plan by … discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas • Draft / write by composing and rehearsing sentences orally (including dialogue) • Draft/ write by use the perfect form of the verb to mark	• using simple organisational devices in non-fiction texts such as headings and subheadings • assessing the effectiveness of my writing and others' and suggesting improvements • I am beginning to extend my sentences with more than one clause by using a wider range of conjunctions	• assessing the effectiveness of my writing and others' and suggesting improvements • Extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although • Use full stops, capital letters, exclamation marks and question marks	• discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas • building a varied range of sentence structures, rich in vocabulary • creating characters, settings and plots • I am beginning to use dialogue in my writing	• To draft and write by sequencing my work without omitting ideas/events • composing and rehearsing sentences orally (including dialogue) • to plan my writing by building a varied range of sentence structures, rich in vocabulary	• To plan my writing by discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas. • To plan my writing, by discussing and recording ideas. • To organise paragraphs around a theme	• Discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas • Composing and rehearsing sentences orally (including dialogue) • Building a varied range of sentence structures, rich in vocabulary	• Use a rich vocabulary • To draft and write by sequencing my work without omitting ideas/events • to plan my writing by building a varied range of sentence structures, rich in vocabulary	• To organise paragraphs around a theme • Assessing the effectiveness of my writing and others' and suggesting improvements • Proof reading for spelling and punctuation errors • Use a rich vocabulary • To plan my writing, by discussing and recording ideas.	• read aloud to myself and others to ensure the meaning is clear • building a varied range of sentence structures, rich in vocabulary • Plan by discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas	• Draft / write by composing and rehearsing sentences orally (including dialogue) • Evaluate/ edit by assessing the effectiveness of my writing and others' and suggesting improvements • To plan my writing, by discussing and recording ideas. • To organise paragraphs around a theme	• Beginning to use different sentence structures • Beginning to vary my tense forms • To plan my writing, by discussing and recording ideas. • To organise paragraphs around a theme • Draft/ write by use the perfect form of the verb to mark relationships of time and cause eg have/has taken, had taken, will have taken • Assessing the effectiveness of my writing and others' and suggesting improvements • Proof reading for spelling and punctuation errors • Use a rich vocabulary • Extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although • Building a varied range of sentence structures, rich in vocabulary •Evaluate and edit by

		relationships of time and cause eg have/has taken, had taken, will have taken • To plan my writing, by discussing and recording ideas. • To edit work for consistency and accurate use of pronouns.	• To plan my writing, by discussing and recording ideas. • To organise paragraphs around a theme • Evaluate/ edit by assessing the effectiveness of my writing and others' and suggesting improvements • building a varied range of sentence structures, rich in vocabulary • Use prepositions to express place and time	• To read aloud to a group using appropriate intonation and controlling the tone to ensure the meaning is clear.	• To plan my writing, by discussing and recording ideas. • To draft and write by sequencing my work without omitting ideas/events. • To organise paragraphs around a theme		•To evaluate and edit by assessing the effectiveness of my writing and others' and suggesting improvements	• Organising paragraphs around a theme • Proof read for sense, spelling and punctuation • Creating characters, settings and plots		• Extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although • Building a varied range of sentence structures, rich in vocabulary •Evaluate and edit by assessing the effectiveness of my writing and others' and suggesting improvements. • using simple organisational devices in non-fiction texts such as headings and subheadings			assessing the effectiveness of my writing and others' and suggesting improvements. • Read aloud to myself and others to ensure the meaning is clear
Grammar & Punctuation	**Word**	• To begin to use a and an correctly • To begin to recognise word families and root words eg. solve, solution, solver, dissolve and insoluble.	• To begin to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.	• To begin to use a and an correctly • To choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition	• To choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition • To use conjunctions, adverbs and prepositions to express time and cause	• To use a and an correctly.	• Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition		• Formation of nouns using prefixes. • To recognise word families and root words eg. solve, solution, solver, dissolve and insoluble.	• use adverbs to express manner and time • To use a and an correctly.	• To choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition	• To use conjunctions, adverbs and prepositions to express time and cause	
	Sentence	• To extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if because, although • To use conjunctions, adverbs and prepositions to express time and cause.	• To begin to use adverbs to express manner and time.		• To begin to use adverbs to express manner and time. • To extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if because, although			• To begin to use fronted adverbials. • Use conjunctions, adverbs and prepositions to express time and cause	• To extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if because, although	• To begin to use fronted adverbials.	• To extend my sentences with more than one clause by using a wider range of conjunctions e.g. when, if because, although		• To begin to use fronted adverbials. • To use adverbs to express manner and time.
	Punctuation	• To use full stops and capital letters correctly. •To use exclamation marks. (Year 2) •To use question marks. (Year 2)	• To use full stops, capital letters, exclamation marks and question marks correctly. (Year 2)	• To use full stops, capital letters, exclamation marks and question marks correctly. (Year 2)	• To use and begin to punctuate direct speech.			• To use possessive apostrophe accurately in words with regular plurals eg. girls' boys' and irregular plurals eg. children's		• To use and begin to punctuate direct speech.		• To use and begin to punctuate direct speech.	

	Text	•To begin to use the present perfect form of a verb in contrast with past tense. (eg. He has gone out to play)				• To discuss dialogue in narratives or characters' language in drama	• Using simple organisational devices in non-fiction texts such as headings and subheadings	• To use the perfect form of the verb to mark relationships of time and cause eg have/has taken, had taken, will have taken	• To discuss dialogue in narratives or characters' language in drama	• To discuss dialogue in narratives or characters' language in drama		• To discuss dialogue in narratives or characters' language in drama	
Grammar & Punctuation Vocabulary		Adverbs/Adjectives/ Paragraphs/Title/Main body/preposition, conjunction, prefix, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Adverbs/Adjectives/ Heading/Sub-headings/ Non-fiction/Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause	Adverbs/Adjectives/ Heading/Sub-headings/ Non-fiction/Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter	Adverbs/Adjectives/ Heading/Sub-headings/ Non-fiction/Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Adverbs/Adjectives/ Title/Main body/preposition, conjunction, word family, prefix, clause, consonant, consonant letter, vowel, vowel letter,	Adverbs/Adjectives/ Heading/Sub-headings/ Non-fiction/Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter,	Adverbs/Adjectives/ Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Adverbs/Adjectives/ Heading/ Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Adverbs/Adjectives/Heading/Sub-headings/ Non-fiction/Paragraphs/Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Adverbs/Adjectives/ Paragraphs/Title/ Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter	Adverbs/Adjectives/ Heading/Sub-headings/ Non-fiction/Paragraphs/ Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, vowel, vowel letter	Adverbs/Adjectives/Heading/Sub-headings/ Non-fiction/Paragraphs/Title/Main body/preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)
Transcription Spelling		 • Write simple sentences from memory including words and phrases taught so far.		 • Write simple sentences from memory including words and phrases taught so far.			 • Write simple sentences from memory including words and phrases taught so far.			 • Write simple sentences from memory including words and phrases taught so far.	 • Write simple sentences from memory including words and phrases taught so far.		 • Write simple sentences from memory including words and phrases taught so far.
Transcription Handwriting		To produce legible, joined handwriting.	i shaped letters, i, t, l and words ill, it. u, w, e letters words like we, lute n, m, h and words from letter join, j, y and words from letter join	c, o and words from letter join. a, d and words from letter join	g, q, b, p, k, v, s, r, f, z, x, and words then move onto sentences.	sentences work using all the letters of the alphabet.	To produce legible, joined handwriting.	•To write legibly, fluently and with increasing speed.	Writing sentences and paragraphs based around work in class.	Sentences and paragraphs from the work in Dragon Slayer Paragraphs Writing sentences and paragraphs	Focusing on sentences		Writing sentences and paragraphs. Linking upper case and lower case letters together.

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