



Progression through Genres - Year 3

Non-Fiction					
	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Instructions	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials <i>e.g. When the glue dries, attach the paperclip.</i></p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
Recount – experiences, diary, police reports, sports reports	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent <i>e.g. modal verbs can/will</i></p> <p>Adverbials <i>e.g. When we arrived, the tour guide gave us a chocolate bar.</i></p>	<p>Last week</p> <p>Soon</p> <p>During our school trip</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that It was difficult to</p>	<p>Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
Non-Chronological Reports	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent <i>e.g. modal verbs can/will</i></p> <p>Adverbials <i>e.g. When the caterpillar makes a cocoon...</i></p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>		



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Letters	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Subject/verb sentences <i>e.g. I think...</i> <i>We want...</i> Some modal verbs introduced <i>e.g. would, could, should.</i> Use simple adverbs <i>e.g. yesterday, today.</i> Use simple noun phrases <i>e.g. red shoes</i>	And then but so when Later. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully We felt... Afterwards After that Eventually I would like to...		Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
	Persuasion – Purpose: advert, leaflet, argument	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent <i>e.g. modal verbs can/will</i> Adverbials <i>e.g. When they have a problem, we played after tea</i> <i>It was scary in the tunnel.</i> Start sentences with verbs <i>e.g. imagine, consider, enjoy.</i>	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy		Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.



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	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Biography	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent <i>e.g. modal verbs can/will</i></p> <p>Adverbials <i>e.g. When she arrived at the scene, the doctors told her exactly what happened.</i></p>	<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he...</p> <p>Strangely...</p> <p>One of the most remarkable facts about...</p> <p>His/her greatest achievement was...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
Balance Argument: Purpose: Speech, Essay, Letter	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent <i>e.g. modal verbs could/might</i></p> <p>Adverbials <i>e.g. When they have a problem, we played after tea. It was scary in the tunnel.</i></p> <p>Start sentences with verbs <i>e.g. imagine, consider, enjoy.</i></p>	<p>I will begin by... Firstly...</p> <p>It is clear that... Therefore...</p> <p>Many people are concerned that...</p> <p>I wonder... Sometimes</p> <p>It could be argued that... Maybe...</p> <p>My overall feeling/opinion is...</p> <p>An example of this is....</p>	<p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
Newspaper	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent <i>e.g. modal verbs can/will</i></p> <p>Adverbials <i>e.g. As the police arrived, the crowd scattered.</i></p>	<p>Until this is resolved... Witnesses...</p> <p>Unfortunately... He disputed...</p> <p>Chaos ensued... They spoke to...</p> <p>Many panicked when...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Pupils emphasized...</p> <p>In addition to this...</p>		



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	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Story	<p>Time and place are referenced to guide the reader through the text <i>e.g. in the morning</i></p> <p>Organised into paragraphs <i>e.g. When she arrived at the bear's house..</i></p> <p>Cohesion is strengthened through relationships between characters <i>e.g. Jack, his, his mother, her</i></p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent <i>e.g. typically past tense for narration, present tense in dialogue</i></p> <p>Dialogue is realistic and conversational in style <i>e.g. Well, I suppose...</i></p> <p>Verbs used are specific for action <i>e.g. rushed, shoved, pushed</i></p> <p>Adverbials <i>e.g. When she reached home...</i></p> <p>Expanded noun phrases <i>e.g. two horrible hours</i></p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Poetry	Reading Poetry	Performing Poetry	Creating Poetry
	<p>describe the effect a poem has and suggest possible interpretations;</p> <p>discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes;</p> <p>explain the pattern of different simple forms</p>	<p>perform individually or chorally; vary volume, experimenting with expression and use pauses for effect</p> <p>use actions, voices, sound effects and musical patterns to add to a performance</p>	<p>invent new similes and experiment with word play;</p> <p>use powerful nouns, adjectives and verbs; experiment with alliteration;</p> <p>write free verse; borrow or create a repeating pattern</p>