



### Year 3 Writing Overview

| Year 3                                | Autumn 1                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                 | Spring 2               | Summer 1                                                                                                                                                                                                                                                                                                                                                                | Summer 2                                                                                                   |
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| <b>Composition (Talk for Writing)</b> | Instructions - how to put the iron man back together<br><br>Fowler's Yard - Narrative                                                                                                                                                                                                                                                  | Catamander - Narrative<br><br>Information report about a legendary sea creature | Elf Road - Narrative<br><br>Stone age letter<br>Recount                                                                                                                                                                                                                                                                                  | Zelda Claw - Narrative | The Magic teaching box (Pandora's Box)<br>Narrative<br><br>Visit Ancient Greece<br>Persuasion                                                                                                                                                                                                                                                                           | Nail Soup - Narrative<br><br>Non-chronological report - sea creatures                                      |
| <b>Text</b>                           | The Iron Man                                                                                                                                                                                                                                                                                                                           | Stig of the Dump (class reader)<br>The Lambton worm                             | Stig of the Dump / Stone age Boy                                                                                                                                                                                                                                                                                                         | Varjak Paw             | Who let the Gods Out (class reader)<br>Ancient Athens (Literacy shed video)                                                                                                                                                                                                                                                                                             | Who let the Gods out (class reader)<br>Ocean meet sky - Fan brothers<br>Once in a Lifetime (Ed Shed video) |
| <b>Sentence Construction</b>          | <ul style="list-style-type: none"> <li>• Vary <b>long sentences</b> for description and <b>short sentences</b> for emphasis .</li> <li>• Introduce <b>adverb starters</b> (e.g., <i>Carefully, she crawled...</i>).</li> <li>• Use <b>compound sentences</b> (Coordination) using: <i>and, or, but, so, for, nor, yet</i> .</li> </ul> |                                                                                 | <ul style="list-style-type: none"> <li>• Use <b>prepositional phrases</b> to place action (e.g., <i>behind the tree</i>) .</li> <li>• Introduce <b>-ing clauses</b> as starters (e.g., <i>Sighing, the boy...</i>).</li> <li>• Use <b>conjunctions</b> (<i>when, if, because, although</i>) to create multi-clause sentences.</li> </ul> |                        | <ul style="list-style-type: none"> <li>• Use <b>perfect form of verbs</b> (<i>he has worked</i>) instead of simple past.</li> <li>• Develop <b>complex sentences</b> (Subordination) with a range of conjunctions.</li> <li>• Use a <b>sentence of 3</b> for description and a <b>pattern of 3</b> for persuasion.</li> </ul>                                           |                                                                                                            |
| <b>Word structure / Language</b>      | <ul style="list-style-type: none"> <li>• Correct use of <b>determiners</b> 'a' or 'an' before vowels/consonants .</li> <li>• Use <b>powerful verbs</b> (e.g., <i>tremble, slither</i>) .</li> <li>• Use <b>boastful language</b> (e.g., <i>magnificent, unbelievable, exciting!</i>)</li> </ul>                                        |                                                                                 | <ul style="list-style-type: none"> <li>• Form nouns using <b>prefixes</b> <i>super-, anti-, auto-</i> .</li> <li>• Use specific <b>technical vocabulary</b> for non-fiction detail .</li> <li>• Begin to organise ideas into <b>paragraphs</b></li> <li>• Identify <b>root words</b> and common <b>word families</b>.</li> </ul>         |                        | <ul style="list-style-type: none"> <li>• Use <b>prepositions</b> to express time and cause (e.g., <i>during, because of</i>) .</li> <li>• Use <b>synonyms</b> to improve vocabulary consistency .</li> <li>• Apply <b>topic sentences</b> to introduce themes in paragraphs</li> <li>• Use <b>"Wow comments"</b> and <b>personal response</b> in non-fiction</li> </ul> |                                                                                                            |
| <b>Punctuation</b>                    | <ul style="list-style-type: none"> <li>• Begin to use <b>inverted commas</b> for direct speech .</li> </ul>                                                                                                                                                                                                                            |                                                                                 | <ul style="list-style-type: none"> <li>• Use <b>commas to mark clauses</b> and phrases within sentences .</li> </ul>                                                                                                                                                                                                                     |                        | <ul style="list-style-type: none"> <li>• Use <b>ellipses</b> to create suspense/keep the reader hanging .</li> </ul>                                                                                                                                                                                                                                                    |                                                                                                            |



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|                         | <ul style="list-style-type: none"><li>• Use of <b>commas after adverb starters</b></li><li>• Use <b>apostrophes</b> for contractions.</li></ul>                                                                                                      | <ul style="list-style-type: none"><li>• Use <b>apostrophes for possession</b>, including plural possession .</li><li>• Introduce <b>colons</b> to introduce a list (e.g., <i>What you need:</i>).</li></ul> | <ul style="list-style-type: none"><li>• Use <b>bullet points</b> for facts and instructions</li><li>• Use <b>inverted commas and commas</b> accurately within dialogue</li></ul> |
| <b>SPaG Terminology</b> | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')<br><b>Tense:</b> simple past, present and future, present and past progressive, present perfect form |                                                                                                                                                                                                             |                                                                                                                                                                                  |