



2025-2026 Year 3 Sequence of Learning - Writing

<u>Year 3:</u> <u>Topics</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Proposed overview	Text: The Boy, the Mole, the Fox and the Horse. Focus: Recipe - instructions (baseline) Text: Into the Forest Focus: speech writing - playscript	Text: The Pebble in My Pocket Focus: Poetry The Ice Palace Focus: Narrative - Setting description, plot twists	The BFG Focus: Instructions (Revolting recipe) Persuasive writing - advert Text: The BFG: Focus: Newspaper	Text Tin Forest Focus: Writing in the first person Bluest of Blues: Focus: Writing in role - Formal letters and Autobiography	Text: The Pedlar Of Swaffham Grendel Focus: Narrative - myths and legends Non - fiction: Roman Factfile	Text: Arthur and the Golden Rope Focus: Narrative - adventure
Composition: Text Structure	I can compose sentences using a range of sentence starters - I can use time words at	I can compose sentences using a range of sentence structures - I can use prepositions	I can compose sentences using a range of sentence structures - I can use adverbs at	I can compose sentences using a range of sentence structures - I can write in the	I can compose sentences using a range of sentence structures - I can write complex	I can compose sentences using a range of sentence structures - I can



	<p>the start of a sentence.</p> <p>I can use speech punctuation including "", ! ? and . accurately.</p> <p>I can start a new paragraph for each person speaking</p> <p>I can use expanded noun phrases to describe settings and characters.</p>	<p>at the start of a sentence.</p> <p>I can use co-ordinating conjunctions in sentences - <i>while, as, if, because</i></p> <p>I can identify the features of a poem.</p> <p>I can use rhythm and pattern to write a poem.</p>	<p>the beginning of a sentence.</p> <p>I can use persuasive language to engage the reader.</p> <p>I can write commands using the imperative - instruct the reader</p>	<p>present perfect form.</p> <p>I can use the present perfect form of verbs.</p>	<p>sentences using conjunctions in the middle or at the start of a sentence.</p> <p>I can write paragraphs, organising them around a theme.</p> <p>Non Fiction</p> <p>Non Chron report</p> <p>paragraphs/ subheadings/ organising information</p> <p>Use of conjunctions - when, since, until, although, even though.</p>	<p>use fronted adverbials.</p> <p>I can write narratives with a clear plot.</p> <p>I can build suspense using short sentences.</p>
Vocabulary, Punctuation and Grammar	<p>I can write a range of sentences with more than one clause by using a subordinating conjunction - 'whenever', 'if', 'even if', or 'because'</p> <p>I can use inverted commas and other</p>	<p>The use of determiners a or an according to whether the next word begins with a vowel.</p> <p>I can use coordinating conjunctions - linking ideas with 'and', 'for' or 'but' 'so', yet</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can use imperatives (bossy verbs)</p> <p>I can use adverbs showing time,</p>	<p>I can use apostrophes to mark contracted form.</p> <p>I can use appropriate pronouns to support cohesion.</p> <p>I can use expanded noun phrases - add detail to nouns</p>	<p>I can use present perfect tense</p> <p>I can use apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>I can use paragraphs to</p>	<p>I can use paragraphs to organise ideas around a theme, (fiction.)</p> <p>I can drop in a relative clause using who/whom/which /whose</p>



	<p>punctuation to indicate direct and indirect speech.</p> <p>I can use commas for lists</p> <p>I can use paragraphs to organise ideas around a theme, (Non fiction.)</p>	<p>I can use conjunctions and prepositions to show where and when events happen - (to express time and place)</p> <p>I can use adverbs of manner - ly.</p> <p>I can use conditionals - should, would, could</p> <p>Personification Kennings</p> <p>Noun phrases expanded by the addition of modifying adjectives.</p> <p>I can make comparisons using comparatives and superlatives.</p>	<p>place and cause.</p> <p>I can use fronted adverbials of time, [for example, Later that day, I heard the bad news.] I use commas after fronted adverbials.</p> <p>I can use emotive/exaggerated language</p> <p>I can use rhetorical Questions</p> <p>I can improve my peer's writing by suggesting changes to their grammatical and vocabulary choices to improve consistency.</p>	<p>with 'of', 'from', 'under', 'around', 'surrounding', 'next to', 'above', and 'with'.</p> <p>Present, perfect tense</p> <p>I can improve my writing by changing grammar and vocabulary to improve consistency.</p>	<p>organise ideas around a theme, (fiction.)</p> <p>I can improve my writing by suggesting changes to the grammatical and vocabulary choices to improve consistency.</p>	<p>I can improve my writing by suggesting changes to the grammatical and vocabulary choices to improve consistency.</p>
Transcription: Phonics and Spelling	/u/ sound using /ou/ country, couple, courage, cousin, double, nourish, southern, touch, trouble, young	/sh/ using /ch/ brochure, chalet, chandelier, charades, chef, Chicago, chute, machine,	CEW - /s/ sound using /c/ spelling bicycle, centre, century, certain, circle, decide, experience,	CEW - doubles address, appear, different, difficult, disappear, grammar, opposite,	Words ending in suffix -ly carefully, cheerfully, enormously, kindly, proudly, quickly, sadly,	Words ending in suffix /cian/ academician, beautician, dietician, electrician, magician,



<p><i>Please refer to the Phonics Progression of skills</i></p>	<p>/k/sound using /ch/ anchor, architect, character, chemist, chorus, Christmas, mechanic, orchestra, orchid, school</p> <p>CEW - split digraphs arrive, believe, complete, describe, exercise, extreme, guide, separate, suppose, surprise</p> <p>/i/sound using /y/crystal, cygnet, cylinder, Egypt, gymnastics, Olympics, physics, pyramid, symmetry, syrup</p> <p>Homophones - 2 weeks - ball, bowl, brake, break, heel, heal, mail, male, rain, reign</p>	<p>moustache, parac hute</p> <p>CEW easy - calendar, consider, experiment, group, important, interest, material, natural, perhaps</p> <p>/k/sound using /que/ antique, boutique, cheque, discotheque, mosque, opaque, physique, picturesque, technique, unique</p> <p>/g/ sound using /gue/ spelling analogue catalogue, colleague, dialogue, fatigue, league, meringue, synagogue, tongue</p>	<p>medicine, notice, sentence</p> <p>/s/ sound using /sc/ spelling adolescent, ascend, crescent, descend, discipline, fascinate, muscle, scent, science, scientist, scissors, scene</p> <p>/ae/ sound using /ey/ spelling conveyer, disobey, grey, hey, obey, prey, survey, surveyor, they, whey</p>	<p>possible, possess, suppose</p> <p>/ae/ sound using /ei/ spelling abseil, beige, rein, reindeer, reins, sheikh, vein, veins, unveil, veil</p> <p>/ae/ sound using /eigh/ spelling eight, eighteen, eighty, freight, neigh, neighbour, sleigh, weigh, weightless</p> <p>CEW /ee/ sound using /e/ spelling because, behind, believe, decide, describe, even, recent, remember, remind, sequin</p>	<p>slowly, strongly, warmly</p> <p>CEW /ee/ sound using /y/ spelling actually, city, early, February, history, icy, library, naughty, ordinary, probably</p> <p>Words ending in suffix /tion/ infect/infection celebrate/celebration mediate/mediatio n invent/invention vacate/vacation educate/educatio n affection, station, emotion</p>	<p>mathematician, musician, optician, politician, technician</p> <p>Words ending in /sion/ collision, comprehension, confusion, division, erosion, explosion, invasion, revision, television, tension</p> <p>CEW /ae/ sound using various spellings</p>
<p>Dictation CE words Focus</p>	<p>CEW - split digraphs</p>	<p>CEW easy - sounds out</p>	<p>CEW - /s/ sound using /c/ spelling</p> <p>CEW - doubles</p>	<p>CEW - doubles</p> <p>CEW /ee/ sound using /e/ spelling</p>	<p>CEW /ee/ sound using /y/ spelling</p>	<p>CEW /ae/ sound using various spellings</p>



Transcription: Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Continue to encourage correct pen/pencil grip and posture when writing.</p> <p>Diagonal joiners without ascenders:</p> <p>ai oy ir er ie ue</p>	<p>Diagonal join to an ascender</p> <p>th ch wh oh ck al el at il</p>	<p>Horizontal joiners without ascenders</p> <p>oi oy on op ov ui ey aw ur an ip</p> <p>Horizontal joiners from ascenders:</p> <p>ok ot ob ol</p>
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