



2025-2026 Year 3 Sequence of Learning - Writing

<u>Year 3:</u> <u>Topics</u>	Autumn 1 Dorset	Autumn 2 Stone/Bronze Age	Spring 1 Weather and Climate	Spring 2 Iron Age	Summer 1 Romans	Summer 2 Anglo-Saxons
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. 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. 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. 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 <i>Non Chron report paragraphs/ subheadings/ organising information</i></p> <p><i>Use of conjunctions - when, since, until, although, even though.</i></p>	<p>use fronted adverbials.</p> <p>I can write narratives with a clear plot. 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. 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 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	<p>/u/ sound using /ou/ country, couple, courage, cousin, double, nourish, southern, touch, trouble, young</p>	<p>/sh/ using /ch/ brochure, chalet, chandelier, charades, chef, Chicago, chute, machine,</p>	<p>CEW - /s/ sound using /c/ spelling bicycle, centre, century, certain, circle, decide, experience,</p>	<p>CEW - doubles address, appear, different, difficult, disappear, grammar, opposite,</p>	<p>Words ending in suffix -ly carefully, cheerfully, enormously, kindly, proudly, quickly, sadly,</p>	<p>Words ending in suffix /cian/ academician, beautician, dietician, electrician, magician,</p>



<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, bawl, brake, break, heel, heal, mail, male, rain, reign</p>	<p>moustache, parachute</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 conveyor, 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, weight, 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/mediation invent/invention vacate/vacation educate/education 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	Use the diagonal and horizontal strokes that are needed to join letters. Continue to encourage correct pen/pencil grip and posture when writing. Diagonal joiners without ascenders: ai ay ir er ie ue		Diagonal join to an ascender th ch wh oh ck al el at il		Horizontal joiners without ascenders oi oy on op ov ui ey aw ur an ip Horizontal joiners from ascenders: ok ot ob ol	