

Introduction to Writing Overview:

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

YEAR 3 WRITING OVERVIEW

Key Objectives for the Autumn term:

Children are emerging towards the Year 3 objectives:

Composition:

- Plans longer pieces of writing by discussing and recording ideas, with some support, e.g. with planning frame.
- Writes down ideas and key words, including new vocabulary and uses a planning frame
- Maintains form when producing a variety of longer and shorter pieces, narrative, non fiction and poetry, starting to use some features of selected forms.
- Begins to create settings and characters in narrative, with support.
- Uses an increasing range single clause, coordinating and subordinating multi-clause sentences.
- Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives for colour, size, shape and texture or more adventurous adverbs for manner e.g. instantly and silently.
- Proof-reads own writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting some improvements.
- Reads aloud own writing, to a group or the whole class and starts to use some intonation when prompted.
- Edits for correct and consistent verbs to indicate time, including the progressive tense, e.g. I was walking

Grammar:

- Forms nouns using an increasing range of prefixes, e.g. super-, anti-, auto- (from Appendix 1).
- Uses a range of adventurous adjectives and adverbs as well as some appropriate expanded noun phrases for description, e.g. the lonely, upset boy.
- Uses present and past tense, including the progressive form to describe actions and events throughout writing, appropriate to the style of writing.
- Uses conjunctions to co-ordinate and subordinate, e.g. and, but, or, when, if, that, because
- Uses some adverbs to sequence time or describe manner of a verb, e.g. quickly, suddenly, quietly.
- Writing has a clear beginning, middle and end section.
- Uses grammatical terminology for Years 1 and 2 (from Appendix 2:
https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) e.g. when discussing and rereading writing, including: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.

Punctuation:

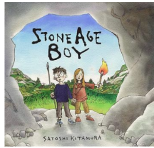
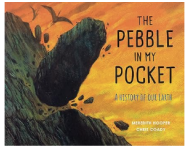
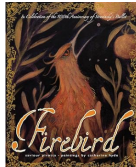
- Uses the full range of punctuation taught to the end of year 3 usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.
- Uses inverted commas to demarcate direct speech, with support, in some writing.
- Uses apostrophes for contractions and singular possession in many nouns.

Spelling:

- Applies phonological knowledge from Years 1 and 2 to spell many regular words accurately.
- Spells common exception words accurately, including common homophones and nearhomophones from Years 1 and 2.
- Spells using the spelling rules from Years 1 and 2 (from Appendix 1:
https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf).
- Uses a dictionary to check the spelling of words, using the first letter of the word.

Handwriting:

- Forms most lower case letters accurately and orientates them appropriately, starting and finishing in the correct place. Orientates capital letters and digits 0 to 9 mostly accurately. Holds a pencil comfortably and correctly.
- Maintains some consistency in the size and spacing of digits and letters throughout the writing.
- Uses the diagonal and horizontal strokes needed to join letters in most of their writing.

	Autumn term 1	Autumn term 2
Key text <i>(from the Curriculum Overview)</i>	The Stone Age Boy/Pebble in my Pocket   (Narrative unit) (Non-Fiction unit)	Firebird/Hot Like Fire, and other poems   (Narrative unit and Non-Fiction stimulus) (Poetry unit)
Fiction/Narrative unit of work	<u>Narrative: Adventure with a historical setting</u> Suggested Outcome: Use a story with a historical setting as a model to invent their own character and describe the adventure their character embarks on.	<u>Narrative: Fables</u> Suggested Outcome: Use a fable as a model to write their own simple story with a beginning, a complication and a resolution which conveys a character learning an important life lesson.
Specific objectives for the unit	- Explore characters through role play, including dialogue to set the scene and present characters - Explore and discuss writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary. - Plan longer pieces of writing by discussing and recording ideas, with some support - Include description of a typical setting and characters. - Use written dialogue to move the plot on. - Begin to use inverted commas to punctuate direct speech - Introduce to paragraphs as a way to group related material - Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time.	- Plan and tell stories, varying voice and intonation to create effects and sustain interest. - Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. - Explore moral dilemmas for characters using drama - Introduce paragraphs as a way to group related material - Questions are often the way one character introduces themselves to another in a fable: <i>Why do you howl so loudly? What are you writing so busily in your book, little bird?</i> - State the moral of your fable clearly at the end: <i>a wise person always plans ahead.</i> - Use connecting adverbs when characters talk to one another, to explain or show cause and effect: <i>"If you will give me your hand, I will help you over the river", said the wolf. "I can't possibly eat you because I'm a vegetarian," lied the bear.</i> - Use connecting adverbs to show your reader quickly and easily when things happened and how time passed: <i>(One morning... as he was... first he saw... then he saw... When winter came... And then the grasshopper understood...)</i>
Suggested Steps for learning	Step 1: Exploring the Story – First Reading Objective: To listen to and discuss <i>Stone Age Boy</i> and identify key events Step 2: Role Play – Exploring Characters Objective: To explore the thoughts and feelings of the characters through role play Step 3: Dialogue and Direct Speech Objective: To explore dialogue and punctuate direct speech using inverted commas Step 4: Analysing Story Structure Objective: To understand the structure of a narrative Step 5: Inventing a New Character Objective: To plan a new character for a historical narrative	Step 1: Immersion – Listening to and Telling <i>The Firebird</i> Objective: Listen to <i>The Firebird</i> and retell it orally using varied voice and intonation. Read aloud <i>The Firebird</i> with dramatic expression. Discuss how the voice and intonation make the story interesting. Pupils practise retelling key parts in small groups, experimenting with pitch, pace, pause, and volume. Use freeze frames or 'story circles' to help remember key parts. Focus on identifying the beginning, complication, resolution, and moral. Step 2: Exploring Structure and Moral Objective: Identify the structure of a fable and discuss the life lesson in <i>The Firebird</i> .

	Step 6: Creating a Setting – Life in the Stone Age Objective: To describe a Stone Age setting using historical detail Step 7: Planning the Story Objective: To plan a historical adventure using story structure Step 8: Writing – The Beginning and Build-Up Objective: To begin writing the narrative using paragraphs and dialogue Step 9: Writing – Problem, Resolution, and Ending Objective: To complete the narrative with a problem, resolution, and ending Step 10: Editing, Sharing and Reflecting Objective: To edit, improve and share their story	Use a story map or mountain to highlight the beginning (setting/characters), complication (problem), resolution (solution/lesson). Discuss what lesson the prince learns (e.g., bravery, selflessness). In groups, pupils discuss: <i>"Why do you think the prince was rewarded?"</i> Introduce the term <i>moral</i> and brainstorm morals from other fables (e.g., <i>The Boy Who Cried Wolf</i>, <i>The Tortoise and the Hare</i>). <i>Writing Task:</i> Write a short paragraph stating what moral <i>The Firebird</i> teaches. Step 3: Exploring Character Dilemmas through Drama Objective: <u>Explore the moral dilemmas of the characters using role-play and conscience alley.</u> In role, act out scenes where the prince must decide what to do. Use conscience alley: the prince walks through while others whisper arguments for/against catching the bird. Freeze-frame key moments and ask: <i>"What is he thinking?"</i> Introduce drama vocabulary: decision, consequences, dilemma. <i>Reflection task:</i> Write a thought bubble for the prince at a key moment. Step 4: Character Dialogue and Questions Objective: <u>Explore how characters use questions in dialogue to introduce themselves or show curiosity.</u> Look at dialogue from <i>The Firebird</i> and model a scene where the prince meets a magical creature or helper. Identify any questions used. Create role-play scenes: "The Prince meets a talking wolf/fox/dragon." Pupils practise using questions to start conversations. Teach punctuation of dialogue and model using speech marks correctly. <i>Writing task:</i> Write a short dialogue using questions to introduce a character. Step 5: Using Connecting Adverbs for Time and Cause/Effect Objective: <u>Use connecting adverbs to show when things happen and why things happen.</u> List and sort adverbs: then, next, suddenly, eventually, because, so, therefore, as a result, meanwhile. Show how these adverbs are used to move the story forward or explain actions. Pupils rewrite parts of <i>The Firebird</i> using connecting adverbs to make the sequence and consequences clearer. Step 6: Vocabulary and Description Objective: <u>Enrich vocabulary and write descriptive phrases for setting and characters.</u> Generate vocabulary banks for: Magical creatures (shimmering, glowing, mysterious, fierce) Enchanted settings (twilight forest, silent castle, glowing embers) Model "show not tell" descriptions: <i>The bird shimmered like fire itself...</i> Pupils write short descriptive passages about a magical creature or place. <i>Extension:</i> Draw and label their own magical creature. Step 7: Planning a New Fable Objective: <u>Plan a fable with a clear beginning, problem, resolution, and moral.</u> Use a planning frame including: main character, setting, problem or challenge,
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		resolution, what is learned, final moral. Encourage use of previously learned features: questions in dialogue, connecting adverbs, descriptive language. Model an example plan with input from the class. <i>Pair work:</i> Swap plans and give peer feedback. Step 8: Writing the Fable – Drafting (Part 1) <u>Objective: Write the beginning and middle of the fable in paragraphs.</u> Recap paragraphing – each paragraph focuses on one part of the story. Use plan to write: Paragraph 1: Introduce character and setting (include a question) Paragraph 2: Introduce complication or dilemma (use connecting adverbs) Encourage dialogue and description. Step 9: Writing the Fable – Drafting (Part 2) <u>Objective: Complete the fable, resolving the problem and clearly stating the moral.</u> Paragraph 3: Resolution and what the character learned Paragraph 4: State the moral clearly (e.g., <i>And so the bear learned that kindness always brings reward.</i>) Step 10: Performing and Publishing <u>Objective: Perform and publish final fables with expression and pride.</u>
Non-fiction unit of work	<u>Explanation:</u> Write a series of extended sentences to explain a process. Ensure relevant details are included and accounts ended effectively Suggested contexts: leaflets, science experiments, newspaper reports, letters, diary	<u>Discussion:</u> Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints (linked to the text) e.g. who was in the right/wrong and present reasons for their opinion Suggested contexts: letters, debate, role play <u>Supporting texts:</u> <i>Books about Animals in captivity:</i> <i>“Dear Greenpeace” by Simon James/Zoo by Anthony Browne</i> 
Specific objectives for the unit	- Read explanations as a whole class, in groups and individually and comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) - Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) - In formal presentations, explain processes orally using notes - Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel - Use of prepositions (during, in, because of, before, after), to express time, cause and place. - Use of adverbs to express time, place and cause	- Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence - Formation of nouns using a range of prefixes (super-, anti-, auto-) - Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel

	● Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause ● Formation of subordinate clauses using subordinating conjunctions ● Headings and subheadings to aid presentation and guide the reader and ensure relevant items are grouped together ● Use of present perfect instead of simple past (it has grown over two years rather than it grew over two years)	● Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause ● Formation of subordinate clauses using subordinating conjunctions ● Use of rhetorical questions ● Introduce paragraphs as a way to group related information, e.g. write an introduction to show why you are debating the issue, group arguments for and arguments against in separate paragraphs ● Use of inverted commas to punctuate direct quotes
Suggested Steps for learning	Step 1: Introduction to Explanation Texts Learning Objective: To identify features of an explanation text. Grammar focus: Introduction to coordinating and subordinating conjunctions. Step 2: Reading for Clarity and Understanding Learning Objective: To assess the clarity of explanation texts. Speaking link: Groups present their flowcharts to the class. Step 3: Oral Rehearsal of a Process (The Pebble's Journey) Learning Objective: To orally explain a process using clear sequence and detail. Grammar focus: Use of prepositions (during, because of, after, in, before) to explain cause and time. Step 4: Creating a Group Explanation (Shared Writing) Learning Objective: To co-write an explanation text with clear structure. Grammar focus: Adverbs (e.g. <i>quickly, slowly, because of this, during the eruption</i>). Step 5: Grammar Focus – 'a' or 'an' & Present Perfect Learning Objective: To use 'a' or 'an' correctly; to explore present perfect tense. Practice: Convert past tense sentences from the book into present perfect where appropriate. Step 6: Planning the Pebble's Diary (Structure and Content) Learning Objective: To plan a structured diary entry as an explanation. Support: Model a short diary paragraph with the class. Step 7: Writing the Introduction and First Stage Learning Objective: To write the opening of an explanation in diary form. Peer review: Check for headings, sentence variety, and grammar targets. Step 8: Developing the Explanation (Middle Stages) Learning Objective: To write extended sentences with time and cause conjunctions. Grammar check: Use of prepositions, adverbs, and conjunctions. Step 9: Writing the Conclusion and Editing Learning Objective: To conclude an explanation effectively and edit for clarity.	Big Question: <i>Did Prince Ivan do the right thing to set the Firebird free?</i> <u>Week 1: Exploring Themes, Viewpoints and Grammar Focus</u> Step 1: Introducing the Firebird & The Big Question Learning Objective: To explore the story of <i>The Firebird</i> and discuss the meaning behind the quote: "...no one likes to live in a cage." Step 2: Exploring Viewpoints Through Role Play Learning Objective: To explore different characters' viewpoints through drama. Step 3: Inferring Feelings, Thoughts and Motives Learning Objective: To infer characters' motives and justify them using evidence. Step 4: Should Anything Live in a Cage? A Class Debate Learning Objective: To develop and justify a point of view using evidence and rhetorical questions. Step 5: Vocabulary Focus – Prefixes (super-, anti-, auto-) Learning Objective: To explore and use words with prefixes. <u>Week 2: Developing the Writing & Structuring an Opinion Text</u> Step 6: SPaG Focus – Prepositions, Adverbs and Conjunctions for Time and Cause Learning Objective: To use prepositions, adverbs and conjunctions to link ideas. Step 7: Structuring a Discussion Text – Introduction and Paragraphs Learning Objective: To write a balanced introduction and structure points. Step 8: Using Subordinate Clauses and Inverted Commas Learning Objective: To punctuate direct speech correctly and use subordinate clauses. Step 9: Independent Writing – Drafting the Discussion Text Learning Objective: To present and justify a personal opinion in writing. Step 10: Editing, Performing and Publishing Learning Objective: To edit for grammar, clarity and present writing orally.

	Full self-edit using a checklist: headings, grouped ideas, grammar, present perfect, clarity.	
Poetry unit of work	Structured Poetry Limericks: Recite familiar limericks by heart and explore writing own limericks Supporting texts: <i>Books which include examples of Limericks:</i> <i>Puffin Book of Fantastic First Poems</i> 	Vocabulary building poetry (free verse) Free verse poetry: Explore oral and performance poetry from different cultures
Specific objectives for the unit	- Describe the effect a poem has and suggest possible interpretations; - 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; - Explain the pattern of different simple forms - Perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect - Use actions, voices, sound effects and musical patterns to add to a performance - Use powerful nouns, adjectives and verbs; experiment with alliteration; - Begin to write own examples of structured poems	- Describe the effect a poem has and suggest possible interpretations; - 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; - Explain the pattern of different simple forms - Be aware of two or more significant poets, recite one or more of their poems (or sections of their poems) and begin to express a preference - Recognition of abstract, concrete & collective nouns - Invent new similes and experiment with word play; - Use powerful nouns, adjectives and verbs; experiment with alliteration; - Explore how related information can be organised into verses <u>Extension:</u> - Create own free verse poetry
Suggested Steps for learning	Step 1: Introduction to Limericks Objective: Children will identify limericks and recognise their structure and rhythm. Activities: Share 2–3 fun limericks Discuss features: 5 lines, AABBA rhyme scheme, rhythm (anapestic meter). Clap out rhythm together. Focus on beat and flow. Identify rhyming words and syllables. Group activity: Reorder a cut-up limerick Outcomes: Children describe a limerick’s structure; Begin to notice rhyme and rhythm patterns. Step 2: Exploring Sound Effects and Language Objective: Children will explore examples of alliteration, rhythm, rhyme and similes in limericks. Activities: Revisit previous limericks. What do they "sound" like? What makes them fun or memorable? Identify alliteration and rhyme (highlight examples on the board). Introduce similes: “as silly as a seal in a swing” — create silly similes	Step 1: Introduction to Performance Poetry Focus: What is performance poetry? Exploring voice, sound, and rhythm. Activities: Read aloud model with dramatic effect. Discuss initial impressions: How does it make you feel? What words stand out? Identify any examples of alliteration and similes Children practice performing in pairs focusing on rhythm and voice. Outcomes: Children recognise that performance poetry is meant to be <i>heard</i> and begin noticing poetic devices. Step 2: Word Play and Sound Effects Focus: Exploring rhythm, rhyme, and alliteration. Poem: <i>Hot Like Fire</i> by Valerie Bloom Activities: Choral reading – children read aloud in groups. Highlight rhyming words and patterns. Spot alliteration and sound effects ("sizzling", "scorching"). Experiment with their own alliterative phrases. Writing Task: Write short stanzas describing hot weather using alliteration and rhythm. Grammar Focus: Powerful verbs and adjectives – create a shared word bank. Outcomes:

	together. Use instruments or body percussion to underline rhythm and rhyme (e.g. drum beat on rhymes). In pairs: Match lines with rhyming endings. Outcomes: Children can identify alliteration and rhyme in a limerick; Start to discuss word choice and its humorous or imaginative effect. Step 3: Interpretation and Performance Practice Objective: Children interpret the meaning and effect of limericks and begin practicing performance. Activities: Read a limerick aloud using different voices (e.g. whisper, robot, silly). Group discussion: “What picture does this limerick paint?” “Why is it funny?” Drama warm-up: Explore using actions and facial expressions. Choral reading in groups: experiment with pauses, pitch, volume, and expression. Outcomes: Children suggest interpretations and describe effects; Practice varying expression and volume to enhance meaning. Step 4: Performance Tools – Sound & Movement Objective: Children will rehearse performance using voices, movement, and sound effects. Activities: Demonstrate a limerick with sound effects or simple instruments. Children rehearse chosen limericks in groups. Add simple musical elements: e.g., tambourine on rhyme, maraca for rhythm. Add actions and group choreography. Peer feedback using a checklist (e.g., Did they use expression? Clear voices? Sound effects?) Outcomes: Groups rehearse creatively, ready for performance; Children evaluate how performance choices add meaning. Step 5: Performance & Reflection Objective: Children will perform limericks and reflect on language and performance. Activities: Class performances of rehearsed limericks (in small groups or pairs). Outcomes: Children perform confidently using expression and effects; They can describe language impact and poetic tools used. Step 6: Writing Your Own Limerick Objective: Children will plan, draft, and share their own limerick.	Children experiment with using sound in their writing. Begin composing short verses inspired by model. Step 3: Similes and Figurative Language Focus: How similes create imagery and mood. Poem: <i>Granny Is</i> by John Agard (introducing a second poet) Activities: Read poem and highlight similes (e.g., "as wise as an owl"). Create class simile wall using real objects and ideas. Children write similes to describe someone in their family. Discussion: Talk about cultural references and family roles. How does the poet use imagery to show love and respect? Grammar Focus: Invent new similes using concrete and abstract nouns. Outcomes: Understanding of how similes create pictures in the reader's mind. Confidence using figurative language. Step 4: Exploring Structure and Verses Focus: How are poems organised into verses? Poem: <i>Two Seasons</i> by Valerie Bloom Activities: Read aloud, highlight how the poem is split into verses. Children discuss mood shift between verses (contrast of seasons). Cut-up verse activity – children reorder jumbled poem by clues in rhyme and structure. Writing Task: Write a two-verse poem describing two contrasting things (e.g., day/night, summer/winter) using rhyme or repeated lines. Outcomes: Understanding the structure and purpose of verses. Compose short poems using learned techniques. Step 5: Preparing for Performance & Expressing Preferences Focus: Recitation, voice, and expression. Reflecting on favourite poems. Poems: Choice of any read so far (<i>Hot Like Fire</i>, <i>The River</i>, <i>Granny Is</i>, etc.) Activities: In pairs or groups, children rehearse a poem or a verse. Add actions, repetition, sound effects. Perform in front of class. Children explain why they chose that poem and what they like about it. Outcomes: Confident oral performance. Ability to express preferences and interpretations. Step 6: Create Your Own Free Verse Poem Focus: Independent creativity – drawing on all previous learning. Outcomes: Independent poem using a range of poetic features/Confident expression of ideas and emotions.
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Deepening Understanding:

- Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasingly wide range of writing across different areas of the curriculum that include some detail to engage readers' interest.
- Writes willingly and enjoys writing.
- Evaluates own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the reader.
- Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools for a chosen effect.
- Begins independently to identify new spelling and grammatical rules, including when these rules are broken and starts to apply these to words and sentences.
- Begins to develop a writer's voice and uses an increasing range of vocabulary, starting to select some words for effect.