Year 3 Writing Overview 2026-2027

	Autumn 1	Autumn 2	
Text	**Leon and the Place Between**	**The Barnabus Project**	**The Tear Thief**
Outcomes	Persuasive poster, performance reviews, setting description, thought bubbles / diary entry, dialogue	Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue	Shared poem, diary entry, persuasive poster, letter of explanation, discussion
Main Outcome	**Own version fantasy narrative**	**Brochure**	**Newspaper report**
Vocabulary, Grammar & Punctuation	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore] • Introduction to paragraphs as a way to group related material • •Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech

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	[for example, before, after, during, in, because of] • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of commas after fronted adverbials • Using and punctuating direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	• Noun phrases expanded by the addition of modifying adjectives and nouns. • Fronted adverbials [for example, Later that day, I heard the bad news]	
Writing Transcription	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary • Use further prefixes and suffixes and understand how to add them (English Appendix I)	• Spell words that are often misspelt (English Appendix I) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	Spring I		**Spring 2**
Text	**The Pied Piper Of Hamelin**	**The Search for the Giant Arctic Jellyfish**	**The Last Garden**
Outcomes	Writing in role, information reports, adverts, formal letter, poetry analysis	Expedition proposals, persuasive letter, letters, diary entries, poetry, speech bubbles,	Setting descriptions, advertisement/poster, retelling, instructional flyer, online response, dialogue **Own version extended narrative**
Main Outcomes	**Own version myth/legend**	**Non-chronological report**	

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Vocabulary, Grammar & Punctuation	• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Use of a comma after a fronted adverbial	• Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because) • Uses headings and sub-headings to aid presentation • Uses the present perfect form of verbs instead of the simple past (e.g. He has gone out to play)	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of commas after fronted adverbials • Using and punctuating direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Writing Transcription	• Spell words that are often misspelt (English Appendix I) • Place the possessive apostrophe accurately in words with regular plurals	• Spells words from the 3/4 words list (through, guide, important, enough) • Use the diagonal and horizontal strokes that are needed to join letters and	• Use further prefixes and suffixes and understand how to add them - see English appendix I • Spell words that are often misspelt - see English appendix I

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	[for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. • Coverage of tion/sion/tian	understand which letters, when adjacent to one another, are best left unjoined • Controls legibility, consistency & quality of their handwriting (e.g. so downstrokes are parallel and lines are spaced so ascenders/descenders do not touch)	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	Summer 1		**Summer 2**
Text	**The Thames and Tide Club by Katya Balen**	**The Wilderness**	**How to Live Forever**
Outcomes	Persuasive letters and letters of advice, diary entry, weather report, advertisement, dialogue	A 'meet the family' character introduction; letter of advice; descriptive poem; SOS message; identification label	Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning
Main Outcomes	Own version fantasy narrative	**A guide to enjoying the wilderness**	**Prequel**
Vocabulary, Grammar & Punctuation	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Use of the	Using the present progressive tense • Using conjunctions and adverbs to express time, place and cause • Using fronted adverbials for time, place and manner • Using commas after fronted adverbials • Noun phrases expanded by the addition of	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Inverted commas to punctuate direct speech

	present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech	modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) • Using headings and subheadings to aid presentation	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of inverted commas and other punctuation to indicate direct speech
Writing Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix I)	Use further prefixes and suffixes and understand how to add them (English Appendix I)	Use the first two or three letters of a word to check its spelling in a dictionary