

Autumn				Spring				Summer				
Narrative 	Poetry: Free Verse 	Fables 	Non-Chronological Report 	Narrative (Setting and dialogue) 	Persuasive Speeches 	Personal Narrative (memoir) 	Poetry: Calligrams 	Persuasive Letters 	Instructions 	Non-Chronological Report 	Narrative 	Poetry: Take One Poet 
Mini-Rabbit Not Lost	'Words Are Ours' (Michael Rosen) & 'The Magic Box' (Kit Wright) A Dinosaur at the Bus Stop*	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Incredible Jobs You've (Probably) Never Heard Of The Remarkables*	Alice's Adventures in Wonderland The Midnight Panther*	Stella and the Seagull If I Were Prime Minister If I Ran the Country*	Jabari Jumps; Ralph Tells a Story The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up! The Day the Crayons Quit*	Instructions Wolf in the Snow Moomin Mail*	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

All objectives covered within each Year 3 unit are listed within this document. Please see the key below to understand how the objectives are presented:

Writing purpose No. of steps Genre Title(s) of core text(s)	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Genre: Specific features and structure of genre to be revised or taught within the unit	- Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined - New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black		Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined

*Denotes alternative unit plan available (see core & alternative texts overview 2026-27)

AUTUMN

 Entertain 15 steps Narrative <i>Mini-Rabbit</i> <i>Not Lost</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2) Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2) Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)	Ensure correct use of full stop (Y2) (avoid comma splice)	<u>sentence punctuation, full stop (Y1)</u> <u>clause, subordinate clause, conjunction</u>

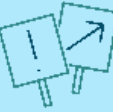
 Entertain (poetry) 10 steps Free verse 'Words are Ours' and 'The Magic Box' <i>A Dinosaur at the Bus Stop</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Poetry: Poems can be written as free verse , meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2) Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)	Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between (Y2)	<u>adjective, adverb, verb, comma (Y2)</u>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Fables <i>The Koala</i> <i>Who Could,</i> <i>The Squirrels</i> <i>that</i> <i>Squabbled,</i> <i>The Lion</i> <i>Inside</i>	Fable: Contains a moral lesson about life or how to behave Sometimes uses an animal character Set in the natural or real world Not too detailed, usually simple plot A foolish character that learns or has consequences for their behaviour	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between (Y2)	comma (Y2) clause, subordinate clause, conjunction, preposition

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 15 steps Non-chronological report <i>Incredible Jobs</i> <i>You've</i> <i>(Probably)</i> <i>Never Heard</i> <i>Of</i> <i>The Remarkables</i>	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find - Might include quotes from people to provide more information and add interest for the reader	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Commas can be used to separate items in a list , so that the reader can identify each separate item more clearly with a short pause in between (Y2) Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	comma, apostrophe (Y2) clause, subordinate clause, conjunction, preposition

SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative (setting and dialogue) <i>Alice in Wonderland</i> <i>The Midnight Panther</i>	Narrative: As well as plot and character , stories take place somewhere and this is called a setting .	Dialogue can introduce a character and tell the reader more about them - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2) Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]	adverb (Y2) conjunction, preposition, inverted commas, direct speech, consonant vowel

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Persuade 10 steps Persuasive Speeches <i>Stella and the Seagull</i> <i>If I Ran the Country/ If I Were Prime Minister</i>	Speech: Will use first, second and third person narrative , to address the audience directly and also refer to yourself (the speaker) May switch between the past, present (Y2) and future tense	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions to make the reader take the writing more seriously - Sometimes use rhetorical questions to make the reader think more deeply about the subject - Use of alliteration helps to make a phrase more memorable and stick in their mind	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	adverb, apostrophe, tense (past, present) (Y2)

 Entertain 15 steps Personal Narrative (memoir) <i>Jabari Jumps, The Proudest Blue, Ralph Tells a Story</i>	Genre features Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	Compositional choices according to writing purpose - Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow	Sentence level The present perfect tense can be used to indicate the something started in the past but is still relevant now Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on	Word level including punctuation Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	Grammatical terminology tense, verb (Y2) conjunction, inverted commas, direct speech
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 Entertain (Poetry) 10 steps Calligrams <i>Love that Dog</i>	Genre features Poetry: Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	Compositional choices according to writing purpose Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Sentence level Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind (Y2)	Word level including punctuation Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)	Grammatical terminology adjective, noun, verb, comma (Y2)
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SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Persuade 15 steps Persuasive Letters <i>Speak Up!</i> <i>Look Up!</i> <i>Clean Up!</i> <i>The Day the Crayons Quit</i>	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions to make the reader take the writing more seriously - Sometimes use rhetorical questions to make the reader think more deeply about the subject - Use of alliteration helps to make a phrase more memorable and stick in their mind	The present perfect tense can be used to indicate the something started in the past but is still relevant now Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	apostrophe, tense (past, present) (Y2) preposition, present perfect tense

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 9 steps Instructions <i>Instructions</i> <i>Wolf in the Snow</i> <i>Moomin Mail</i>	Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use command sentences (Y2)	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)	comma, adverb (Y2) clause, subordinate clause, conjunction, preposition

 Inform 10 steps Non-chronological report <i>A Year Full of Celebrations and Festivals from Around the World</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	• Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the <u>simple present tense or simple past tense</u> (Y2) • <u>Paragraphs are used to organise ideas around a theme</u>, to write about a different topic or sub-topic • <u>Headings and subheadings</u> break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (<u>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</u>) to keep the reader wanting to read on Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different <u>noun</u> [e.g. the lady/ the boy, etc) <u>or</u> <u>pronoun</u> (e.g. she, he, they, it) to refer back to this person or thing	<u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between (Y2) <u>Apostrophes</u> are used to show the reader when something belongs to a person or object (<u>apostrophes of possession</u>) and where letters are missing when two words are joined together (<u>apostrophes of contraction</u>) – this punctuation mark makes it clearer for the reader to understand (Y2)	<u>noun, verb, tense, past tense, present tense, comma, apostrophe</u> (Y2) <u>clause, subordinate clause, paragraph, conjunction, pronoun</u>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 11 steps Narrative <i>Iron Man</i>	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger As well as plot and character, stories take place somewhere and this is called a setting.	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow Zoom in (more detail) & spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	comma, adverb (Y2) clause, subordinate clause, paragraph, conjunction, preposition, inverted commas

 Entertain (Poetry) 5 steps Kennings <i>Poems Aloud/ Smile Out Loud</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Poetry: Specific structures of poems can include kennings in which two words are combined to describe something	Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)	<u>Commas can be used to separate items in a list</u> , so that the reader can identify each separate item more clearly with a short pause in between (Y2)	<u>adjective, noun, verb, comma</u> (Y2)