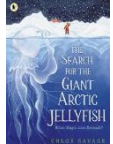
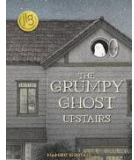
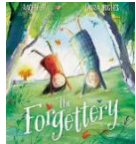


# Writing Overview – Year 3

## Cathcart Street Primary School 2026-2027

|                            |                  | Autumn                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         | Spring                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     | Summer                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                  | Autumn 1                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                   |
| Ready,<br>Steady,<br>Write |                  | <b>Unit A1: Ocean Meets Sky</b><br><b>Unit A2: The Search for the Giant Arctic Jellyfish.</b><br>  | <b>Unit B1: Fox</b><br><b>Unit B2: The Grumpy ghost Upstairs</b><br>  | <b>Unit C: Rhythm of the Rain</b><br>                                                                     | <b>Unit D1: Pip &amp; Egg</b><br><b>Unit D2: It Fell from the Sky</b><br>                     | <b>Unit E1: The Forgettery</b><br><b>Unit E2: The Search for our Cosmic neighbours</b><br>                                                                                          | <b>Unit F1: Into the Forest</b><br><b>Unit F2: The Secret Elephant</b><br>                                                                                                                           |
|                            | Writing Purposes | <ul style="list-style-type: none"> <li>● Narrative: Approach Threat</li> <li>● Narrative Purpose: To narrate</li> <li>● Explanation: How to capture the Iron Man</li> <li>● Purpose: To explain</li> </ul>                                                           | <ul style="list-style-type: none"> <li>● Narrative: Fable</li> <li>● Narrative Purpose: To narrate</li> <li>● Information: Foxes</li> <li>● Purpose: To inform</li> </ul>                                                               | <ul style="list-style-type: none"> <li>● Narrative: Setting</li> <li>● Narrative Purpose: To narrate</li> <li>● Recount: River Information Leaflet</li> <li>● Purpose: To inform</li> </ul> | <ul style="list-style-type: none"> <li>● Narrative: Return</li> <li>● Narrative Purpose: To narrate</li> <li>● Information: Letters</li> <li>● Purpose: To recount</li> <li>● Instructions:</li> </ul>                                                              | <ul style="list-style-type: none"> <li>● Narrative: Egyptian Mystery</li> <li>● Narrative Purpose: To narrate</li> <li>● Secret Diary</li> <li>● Purpose: To recount</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>● Narrative: Lost Narrative</li> <li>● Purpose: To narrate</li> <li>● Recount: Newspaper Report</li> <li>● Purpose: To recount</li> </ul>                                                                                                                                                                                           |
| Grammar                    | Word             | Build on previous year & focus on: <ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes e.g. auto- super- anti</li> </ul>                                                                                                           | Build on previous units & focus on: <ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</li> </ul>                                                              | Build on previous units & focus on: <ul style="list-style-type: none"> <li>● Use of the forms a or an when next word starts with a consonant or a vowel</li> </ul>                          | Build on previous units & focus on: <ul style="list-style-type: none"> <li>● Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>● Word families based on common words showing how words are related in form and meaning</li> </ul> | Build on previous units & focus on: <ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)</li> <li>● Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>● Word families based on common words showing how words are related in form and meaning</li> </ul> | Build on previous units & focus on: <ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)</li> <li>● Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>● Word families based on common words showing how words are related in form and meaning</li> </ul> |

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|  | <b>S<br/>e<br/>n<br/>t<br/>e<br/>n<br/>c<br/>e</b> | Build on previous year & focus on:<br>● Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) | Build on previous units & focus on:<br>● Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)<br>● Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | Build on previous units & focus on:<br>● Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)<br>● Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)<br>● Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) | Build on previous units & focus on:<br>● Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)                 | Build on previous units & focus on:<br>● Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)<br>● Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) |
|  | <b>T<br/>e<br/>x<br/>t</b>                         | Build on previous year & focus on:<br>● Present perfect form of verbs                                                                                    | Build on previous units & focus on:<br>● Present perfect form of verbs<br>● Introduction to paragraphs as a way to group related material                                                                                                                       | Build on previous units & focus on:<br>● Introduction to paragraphs as a way to group related material                                                                                                                                                                                                                                                 | Build on previous units & focus on:<br>● Introduction to paragraphs as a way to group related material<br>● Headings and sub-headings to aid presentation | Build on previous units & focus on:<br>● Present perfect form of verbs<br>● Paragraphs to group related material<br>● Headings and sub-headings to aid presentation                                                              |

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|  | <b>p<br/>u<br/>n<br/>c<br/>t<br/>u<br/>a<br/>t<br/>i<br/>o<br/>n</b> | Reinforce from Year 2:<br>●Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>●Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | Reinforce from Year 2:<br>●Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>●Commas to separate items in a list<br>●Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | Build on previous units & focus on:<br>●Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | Build on previous units & focus on:<br>●Inverted commas to punctuate direct speech | Build on previous units & focus on:<br>●Inverted commas to punctuate direct speech | Build on previous units & focus on:<br>●Inverted commas to punctuate direct speech |
|  |                                                                      | <b>Terminology for Pupils</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                    |                                                                                    |                                                                                    |
|  |                                                                      | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas                                                                        |                                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                    |                                                                                    |                                                                                    |
|  |                                                                      |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                    |                                                                                    |                                                                                    |
|  |                                                                      |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                    |                                                                                    |                                                                                    |