


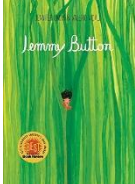

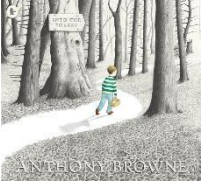




Ready,  
Respectful,  
Safe

# Writing Overview – Year 3

## Cathcart Street Primary School 2024-2025

		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Ready, Steady, Write</b>		<b>Unit A: The Iron Man</b> 	<b>Unit B: Fox</b> 	<b>Unit C: Rhythm of the Rain</b> 	<b>Unit D: Jemmy Button</b> 	<b>Unit E: Egyptology</b> 	<b>Unit F: Into the Forest</b> 
	<b>Writing Purposes</b>	<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 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>
<b>Grammar</b>	<b>Word</b>	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>

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

<b>p u n c t u a t i o n</b>	<p>Reinforce from Year 2:</p> <ul style="list-style-type: none"> <li>● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>	<p>Reinforce from Year 2:</p> <ul style="list-style-type: none"> <li>● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>● Commas to separate items in a list</li> <li>● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>● Inverted commas to punctuate direct speech</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>● Inverted commas to punctuate direct speech</li> </ul>	<p>Build on previous units &amp; focus on:</p> <ul style="list-style-type: none"> <li>● Inverted commas to punctuate direct speech</li> </ul>
	<b>Terminology for Pupils</b>					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas						