



# Year 3 Writing Scope & Sequence

**Important:** This scope and sequence is for use across your whole school in accordance with Cleverbean's Terms of Use. Account sharing or saving Cleverbean materials to your school's drive for sharing across teachers is a breach of these terms of use. To use Cleverbean within our terms, please reach out to [Lucy@cleverbean.co](mailto:Lucy@cleverbean.co) to have your school set up and to access additional support and features. Please support us, so we can continue to support you. ❤️

Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose</p> <p>AC9E3LA06 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</p> <p>AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p>	1	<p>In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, they will be able to:</p> <ul style="list-style-type: none"> <li>- develop entertaining writing skills by understanding an orientation-complication-resolution type structure in narratives.</li> <li>- construct varied sentence structures using adverbial phrases and coordinating conjunctions, and master declarative and exclamatory sentences.</li> <li>- effectively use capital letters and commas.</li> <li>- develop word-level language with descriptive features like adjectives and creative expression.</li> <li>- craft imaginative texts for audience engagement, exploring first-</li> </ul>	<p>Unit - <a href="#">Under the Love Umbrella</a></p>	<p>Lesson - <a href="#">I write because</a></p> <p>Unit - <a href="#">Simple Sentences</a></p>	<p>Unit - <a href="#">Simple Sentences</a></p>	<p>Unit - <a href="#">Simple Sentences</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching nouns and verbs</a></p>	<p>Unit - <a href="#">Planning Strategies for Persuasive</a></p>	<p>Lesson - <a href="#">PESTO Paragraphs</a></p> <p>Lesson - <a href="#">First Word Last Word Sentences</a></p>	<p>Unit - <a href="#">Planning strategies for Narrative</a></p>	<p>Unit - <a href="#">Splendid Sentences</a></p>	<p>Unit - <a href="#">Splendid Sentences</a></p>	<p>Revision/ Assessment</p>
<p>AC9E3LA02 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>AC9E3LA04 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas</p> <p>AC9E3LY03 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	2	<p>In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, they will be able to:</p> <ul style="list-style-type: none"> <li>- explore structures for persuasive writing, including statements of position, sequenced paragraphs, and conclusions.</li> <li>- experiment with modality to amplify persuasive impact.</li> <li>- utilise facts and opinions strategically to reinforce viewpoints.</li> <li>- engage readers through the strategic use of interrogative sentences.</li> <li>- develop planning, monitoring, and revising skills to tailor language and structures for specific text purposes.</li> </ul>	<p>Lesson - <a href="#">A-Z Of My Holidays</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Nouns and Verbs</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Verbs and</a></p>	<p>Unit - <a href="#">Persuasive writing</a></p>	<p>Unit - <a href="#">Persuasive writing</a></p>	<p>Lesson - <a href="#">Noun, Which, Where, Who Sentences</a></p> <p>Unit - <a href="#">Planning Strategies for Persuasive</a></p>	<p>Unit - <a href="#">Compound sentences</a></p>	<p>Unit - <a href="#">Compound sentences</a></p>	<p>Unit - <a href="#">Persuasion - Trees</a></p>	<p>Unit - <a href="#">Persuasion - Trees</a></p>	<p>Lesson - <a href="#">I SAW A WABUB Complex Sentences</a></p> <p>Lesson - <a href="#">BOYS Tree Sentences</a></p>	<p>Lesson - <a href="#">Making Connections With Family Tree</a></p>
<p>AC9E3LA05 - identify the purpose of layout features in print and digital texts and the words used for navigation</p> <p>AC9E3LA07 - understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>AC9E3LA08 - understand that verbs are anchored in time through tense</p> <p>AC9E3LA10 - extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	3	<p>In Term 3, students will focus on enhancing informative writing skills. By the end of the term, they will be able to:</p> <ul style="list-style-type: none"> <li>- create informative texts that feature headings, topic sentences, and concluding paragraphs for informative purposes.</li> <li>- implement effective text features, such as bullet points and numbering, for organised and impactful communication.</li> <li>- refine sentence-level grammar by using 'verb' sentence openers and imperative sentences.</li> <li>- use digital technologies in the planning, monitoring, and revising stages of text creation.</li> </ul>	<p>Lesson - <a href="#">What I didnt do on the holidays</a></p> <p>Unit - <a href="#">Noun, Which, Where, Who</a></p> <p>Unit - <a href="#">Sentence Generation - Matching Verbs and Adverbs</a></p>	<p>Unit - <a href="#">Animal - Non fiction texts</a></p>	<p>Unit - <a href="#">Animal - Non fiction texts</a></p>	<p>Unit - <a href="#">What is a Hybrid Text</a></p> <p>Lesson - <a href="#">Ad/Noun/Is Sentences</a></p>	<p>Unit - <a href="#">What is a Hybrid Text</a></p> <p>Unit - <a href="#">DICE sentences Lesson 1-2</a></p>	<p>Lesson - <a href="#">DICE Sentences - Command Lesson 3</a></p> <p>Unit - <a href="#">Procedures</a></p> <p>Lesson - <a href="#">Sentence Generation - Matching Verbs and Adverbs</a></p>	<p>Unit - <a href="#">Procedures</a></p>	<p>Unit - <a href="#">Splendid Sentences Lesson 3-5</a></p>	<p>Coming soon</p>	<p>Revision/ Assessment</p>
<p>AC9E3LE04 - discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p> <p>AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>AC9E3LY06 - plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words</p>	4	<p>In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, they will be able to:</p> <ul style="list-style-type: none"> <li>- utilise various text features to serve multiple purposes.</li> <li>- engage in experimenting with various poetic forms, including stanzas, for imaginative purposes.</li> <li>- apply language creatively to construct imagery or humor, incorporating idioms, puns, similes, and personification when crafting poetry.</li> <li>- create instructional and descriptive texts with multimodal features.</li> <li>- develop proficiency in sentence-level grammar by selecting and</li> </ul>	<p>Coming soon</p>	<p>Unit - <a href="#">Giving and Receiving Feedback</a></p> <p>Unit - <a href="#">Crafting Poetry Lesson 1-2</a></p>	<p>Unit - <a href="#">Crafting Poetry Lesson 3-4</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback (choose 1 lesson)</a></p>	<p>Unit - <a href="#">Crafting Poetry L5-7</a></p> <p>Unit - <a href="#">Giving and Receiving Feedback (choose 1 lesson)</a></p>	<p>Lesson - <a href="#">List sentences</a></p>	<p>Lesson - <a href="#">Sloth Adaptations</a></p> <p>Lesson - <a href="#">Speedy Sloth question poems</a></p> <p>Lesson - <a href="#">Speedy Sloth build a poem</a></p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Revision/ Assessment</p>
