

Year 3 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9E3LA03 - describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA06 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts	1	In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, they will be able to: - develop entertaining writing skills by understanding an orientation-complication-resolution type structure in narratives. - construct varied sentence structures using adverbial phrases and coordinating conjunctions, and master declarative and exclamatory sentences. - effectively use capital letters and commas. - develop word-level language with descriptive features like adjectives and creative expression. - craft imaginative texts for audience engagement, exploring first-	Unit - Under the Love Umbrella	Lesson - I write because Unit - Simple Sentences	Unit - Simple Sentences	Unit - Simple Sentences Lesson - Sentence Generation - Matching nouns and verbs	Unit - Planning Strategies for Persuasive	Lesson - PESTO Paragraphs Lesson - First Word Last Word Sentences	Unit - Planning strategies for Narrative	Unit - Splendid Sentences	Unit - Splendid Sentences	Revision/ Assessment
AC9E3LA02 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA04 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY03 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images 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	2	In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, they will be able to: - explore structures for persuasive writing, including statements of position, sequenced paragraphs, and conclusions. - experiment with modality to amplify persuasive impact. - utilise facts and opinions strategically to reinforce viewpoints. - engage readers through the strategic use of interrogative sentences. - develop planning, monitoring, and revising skills to tailor language and structures for specific text purposes.	Lesson - A-Z Of My Holidays Lesson - Sentence Generation - Matching Nouns and Verbs Lesson - Sentence Generation - Matching Verbs and	Unit - Persuasive writing	Unit - Persuasive writing	Lesson - Noun, Which, Where, Who Sentences Unit - Planning Strategies for Persuasive	Unit - Compound sentences	Unit - Compound sentences	Unit - Persuasion - Trees	Unit - Persuasion - Trees	Lesson - I SAW A WABUB Complex Sentences Lesson - BOYS Tree Sentences	Lesson - Making Connections With Family Tree
AC9E3LA05 - identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA07 - understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA08 - understand that verbs are anchored in time through tense AC9E3LA10 - extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts 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	3	In Term 3, students will focus on enhancing informative writing skills. By the end of the term, they will be able to: - create informative texts that feature headings, topic sentences, and concluding paragraphs for informative purposes. - implement effective text features, such as bullet points and numbering, for organised and impactful communication. - refine sentence-level grammar by using 'verb' sentence openers and imperative sentences. - use digital technologies in the planning, monitoring, and revising stages of text creation.	Lesson - What I didnt do on the holidays Unit - Noun, Which, Where, Who Unit - Sentence Generation - Matching Verbs and Adverbs	Unit - Animal - Non fiction texts	Unit - Animal - Non fiction texts	Unit - What is a Hybrid Text Lesson - Ad/Noun/Is Sentences	Unit - What is a Hybrid Text Unit - DICE sentences Lesson 1-2	Lesson - DICE Sentences - Command Lesson 3	Unit - Procedures	Unit - Splendid Sentences Lesson 3-5	Coming soon	Revision/ Assessment
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 AC9E3LE05 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts 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	4	In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, they will be able to: - utilise various text features to serve multiple purposes. - engage in experimenting with various poetic forms, including stanzas, for imaginative purposes. - apply language creatively to construct imagery or humor, incorporating idioms, puns, similes, and personification when crafting poetry. - create instructional and descriptive texts with multimodal features. - develop proficiency in sentence-level grammar by selecting and	Coming soon	Unit - Giving and Receiving Feedback	Unit - Crafting Poetry Lesson 3-4	Unit - Crafting Poetry Lesson 1-2 Unit - Giving and Receiving Feedback (choose 1 lesson)	Lesson - List sentences	Lesson - Sloth Adaptations Lesson - Speedy Sloth question poems Lesson - Speedy Sloth build a poem	Coming soon	Coming soon	Coming soon	Revision/ Assessment