



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
<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"> - 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 - Planning Strategies for Persuasive	Lesson - PESTO Paragraphs	Unit - Planning strategies for Narrative	Unit - Splendid Sentences	Unit - Splendid Sentences	
<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"> - 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	Unit - Persuasive writing	Unit - Persuasive writing	Lesson - Noun, Which, Where, Who Sentences	Unit - Compound sentences	Unit - Compound sentences	Unit - Persuasion - Trees	Unit - Persuasion - Trees	Lesson - I SAW A WABUB Complex Sentences	Lesson - Making Connections With Family Tree
<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"> - 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 didn't do on the holidays	Unit - Animal - Non fiction texts	Unit - Animal - Non fiction texts	Unit - What is a Hybrid Text	Unit - What is a Hybrid Text	Lesson - DICE Sentences - Command Lesson 3	Unit - Procedures	Unit - Splendid Sentences Lesson 3-5	Coming soon	
<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"> - 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 L5-7	Lesson - List sentences	Lesson - Sloth Adaptations	Coming soon	Coming soon	Coming soon	