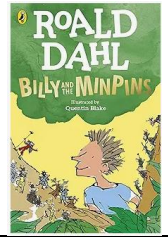
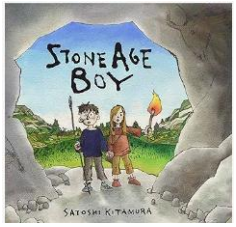
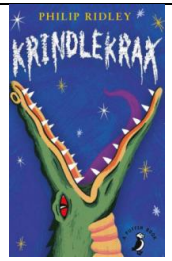
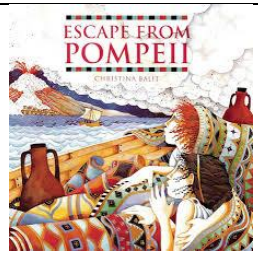
Weldon C of E Primary School

Year 3 Long-Term Plan for Writing 2025-2026

LEARNING AND FLOURISHING TOGETHER | PDET

Yr3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text 1	Character and Setting Description	Beginning	Character and Setting Description	Middle - Climax	Climax - End	Simple Story
	Billy and the Minpins 	Stone age boy 				
	Skills •Prepositions to express place- underneath, around, between- after the main clause •Use because to give a reason. •Sustain (cohesion) an idea to create a paragraph.	Skills • To use inverted commas around spoken words and before a reporting clause (1 sentence speech). • To use 'while' to indicate that two events are happening to two different subjects at the same time. • To combine two categories of adjectives to describe a noun (focus on emotions and texture).	Skills • To vary the verbs for said to indicate the volume of speech. • To use 'before' to order events or actions. • To combine two categories of adjectives before a noun.	Skills • To start a new line for a new speaker. • To use accurate verbs to aid description. • To express time and place using adverbials after main clause or within the main clause.	Skills • To sustain a short conversation between two characters (max 2 sentences – link to present perfect tense). • To use 'while' (1 character, 2 actions), 'before' and 'after' to express time. • To vary using one or two precise adjectives before a noun.	Skills • To vary the position of conjunctions and punctuate the clause if at the front •To vary use of prepositions to express time and place. •To select appropriate verbs and adjectives to describe cohesively.
	Pupil Outcome Billy enters the forest of sin for the 1st time.	Pupil Outcome Boy falls down a hole, time travels back to the Stone Age and meets Om.	Pupil Outcome Describe Iron Man on the cliff, then his fall to the bottom.	Pupil Outcome Corky meeting the Krindlekrax for a second time up to him shaking it off his leg.	Pupil Outcome Retell the end of Escape from Pompeii – life threatening to escaping and relief – watch the town fall to the volcano.	Pupil Outcomes Arrive at the new 'creepy' house, odd event happens, change location and find a book – suddenly get attacked by the Boggart and tames him with honey. (use part of the film too in vocab days PG)

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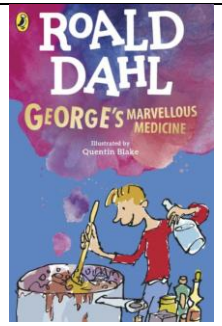
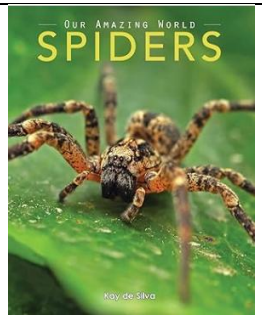
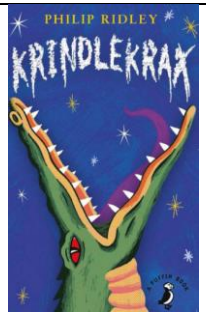
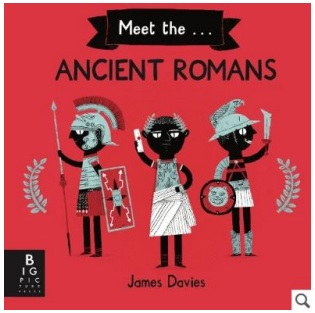
	Teacher Model Text Little Red Riding Hood enters the forest for the 1st time.	Teacher Model Text Alice falls down a rabbit hole, arrives in Wonderland and meets the Mad Hatter.	Teacher Model Text Describe an alien on top of a city skyscraper and then in a rubbish dump searching for rotten food.	Teacher Model Text Corky meeting the Krindlekrax for the first time.	Teacher Model Text End of a story – Escape from a hurricane – life threatening – escape – watch the village fall to the hurricane	Teacher Model Text Arrive at the house, odd event happens in the garden. Find a discarded box and suddenly get attacked by a talking pig. tame candyfloss.
Text 2	Diary Entry	Non-Chronological Report	Instructions	Letter Recount	Non-Chronological Report	Instructions
						
	Skills • Time adverbs, - yesterday, earlier, later – Ensure they are after the main clause. • Use before as a conjunction • Vary category of adjectives (yr2), size, shape, colour, emotions.	Skills 1. To use **while** and **after** conjunctions within sentences. 2. To express time and/or place using prepositions (**during, throughout, in, on**) 3. To chunk 'like' information together under **subheadings** (questions).	Skills • To vary the use of 'on', 'in' and 'at' to describe when an action takes place (time preposition) • To use the cause conjunctions 'so', 'therefore' and 'as a result' to give a reason. • To generate accurate verbs to command.	Skills • To use 'after' to order events or actions (position at the front of the sentence using a comma). • To express time using adverbials (relate to the 'quickness' of an action e.g. quicky, immediately, as quick as a flash within sentence). • To sustain an idea to create a paragraph (new paragraph for new event).	Skills • To express relationship using adverbials (surprisingly, fortunately, interestingly). • To chunk 'like' information together under subheadings (statements and questions). • To vary use of conjunctions to express time and cause.	Skills • To combine specification and descriptive adjectives before the noun • To use 'when' and 'if' to express cause / vary position ensuring the correct use (when – another event will happen compared to if which is conditional) • To generate and use relevant adverbs of manner and time vary position
	Pupil Outcome Diary entry of Grandma's reaction (transformation) to George's medicine.	Pupil Outcome To write a non-chronological report about spiders.	Pupil Outcome How to capture an iron giant.	Pupil Outcome Write a letter to the council to recount terrifying incidents in the sewers – ask for action to	Pupil Outcome Write a non-chronological report about the Romans.	Pupil Outcome How to catch a Boggart.

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				be taken. (NOT PERSUADE)		
	Teacher Model Text Diary of a Potion Tester.	Teacher Model Text To write a non-chronological report about scorpions.	Teacher Model Text How to capture the Malamander.	Teacher Model Text Write a letter to the police to inform them that there is a 'big cat' roaming the dark forest – ask for action to be taken.	Teacher Model Text Write a non-chronological report about the Stone Age.	Teacher Model Text How to catch a pixie.
Text 3		Poetry (1 week)		Performance Poetry (1 Week)		Poetry 1 week

Continuous	Learning of Deconstruction of the model text (box up)	Generating Ideas and Vocab	Plan	Edit
Recap prior learning from Yr 2: Subordinating and co-ordinating conjunctions: and, but, because, or, when, if Accurate use of capital letters and full stops/ question marks and exclamation marks. Write cohesive sentences that link/sustain an idea. Consistent use of past and present tense including the progressive form. **Standalone/ Continuous** Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Present perfect tense **Will be achieved through task** In narratives creates settings, characters and plot. To be able to introduce a problem or dilemma • To introduce a character, experience and	Discusses writing (similar to which they are planning to write) and understands and learns from its structure, vocabulary and grammar. • To be able to follow structures • To know the underlying features of text type • To be able to understands how vocab/phrases support the text type e.g. *Once upon a time/ Interestingly, you will notice*	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Speak in extended sentences • Sentences have the correct verb forms • Sentences have descriptive language • Orally rehearse difficult sentence structures e.g. conjunctions and subordinating clause	Discusses and records ideas.	Assesses the effectiveness of their own and others's writing and suggests improvements. • To be able to reflect on the key skills which have been taught in the unit • To check for accuracy and errors Proposes changes to grammar and vocabulary to improve consistency - including the accurate use of pronouns in sentences. • To be able to identify standard English errors • To ensure consistent use of pronouns throughout the text • To make changes to improve vocabulary • To ensure the meaning of the sentence is not lost or altered. Proof-reads for spelling and punctuation errors. • Accurate use of punctuation is sustained • Use first 2/3 letters to check spelling in a dictionary.

resolve to build into the plot • To introduce character, experience and resolve to build into the setting				• Check the year 3 and 4 spelling list Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.