

## Year Three MTP Writing Autumn 1: Writing to Inform

*'Encouraging each other, overflowing with hope.'*

SPaG knowledge for this term (Y2 mastery)			Writing knowledge			
Term	Definition	Example				
Verb	Action words	skip/hop/dance	<p style="text-align: center;"><b>The pupil can, after discussion with the teacher (See Y2 TAF):</b></p> <ul style="list-style-type: none"> <li>Write about real events, recording these clearly with some organisational tools.</li> <li>Demarcate most sentences with full stops and capital letters and use question marks correctly when required.</li> <li>Use present and past tense consistently and mostly correctly.</li> <li>Use co-ordination (or/and/ but) and some subordination (when/if/ that/because) to join clauses.</li> <li>Spell common exception words correctly.</li> <li>Form capital letters and lowercase letters of the correct size, orientation and relationship to one another.</li> <li>Attempt unknown spellings using syllables and knowledge of root words, making phonologically plausible attempts.</li> </ul> <p style="text-align: center;"><b>Writing to Inform specific knowledge for Y3 instructions</b></p> <p>To know how to use sentence openers to express time, place and cause using conjunctions, prepositions and adverbs. To understand imperative verbs To know how to use headings and subheadings to aid presentation.</p> <p style="text-align: center;"><b>Writing to Inform specific knowledge for Y3 Non-Chronological Report</b></p> <p>To know how to use sentence openers to express time, place and cause using conjunctions, prepositions and adverbs. To know how to use headings and subheadings to aid presentation.</p> <p style="text-align: center;"><b>Writing to Entertain specific knowledge for Y3 Poetry</b></p> <p>To understand that similes are a comparison of two like things using 'as' or 'like' To know how to invent new similes. To understand that nouns, adjectives and verbs can be scaled to have a desired impact on a reader. To know that alliteration is when words start with the same sound. To know how to borrow or create a repeating pattern.</p> <p style="text-align: center; color: #4F81BD; font-weight: bold;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center;"><b>Speaking and Listening</b></p> <p>To know how to give well-structured narratives for different purposes and express feelings To understand how to consider &amp; evaluate different viewpoints, attending to and building on the contributions of others Continue to know relevant strategies to develop their vocabulary and use language effectively To know to speak audibly and fluently with an increasing command of standard English (not making grammatical mistakes by omitting words or using was/were correctly).</p>			
Present tense	The form of the verb that shows us when the action happens. Suffix s can be used to show present tense and ed to show the past tense.	She runs to the car.				
Past tense		She ran to the car. I play with the tractor. I played with the tractor.				
Noun	A name, place or thing	That car				
Noun phrase	The words around the noun that describe which one, how many and the description	A blue, shimmering puddle My brown bear				
Suffix	A letter or group of letters added to the end of the word to change the root word's meaning	-ful -less -ment -ly -s - es - ed				
Apostrophe of omission	When words are joined together, the apostrophe shows where letters have been omitted or missed out.	Can't don't won't shan't				
Question, statement, exclamation, command	A question asks something and ends with a ? A statement tells. A command begins with a verb An exclamation begins with how or what.	What are you doing? I am eating cheese. Put the yoghurt in the fridge. How dare you !				
Conjunction	Joins words or ideas (clauses) together.	When/if/because/and/or/so				
Apostrophe of possession	For singular nouns only, the apostrophe shows who owns the noun.	Hannah's cat The girl's name				

### Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand how to identify a noun, verb and adjective. L.O To know how to identify a noun, verb and adjective. L.O To independently identify a noun, verb and adjective.	L.O To understand how capital letters should be applied. L.O To know how capital letters should be applied. L.O To independently apply capital letters.	L.O To understand how to identify a question, a statement and a command. L.O To know how to identify a question, a statement and a command. L.O To independently identify a question, a statement and a command.	L.O To understand how and what exclamation sentences. L.O To know how to write how and what exclamation sentences. L.O To independently identify how and what exclamation sentences.	L.O To understand the simple past tense. L.O To know how the simple past uses the ed suffix. L.O To independently identify the simple past tense.	L.O To understand the apostrophe of omission. L.O To know where to place the apostrophe of omission. L.O To understand contractions.	Use this week to consolidate from needs that have arisen

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<b>Texts to use this term:</b> How to wash a woolly mammoth Eyewitness – fruit Eyewitness – Chocolate								
	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<b>Week 1 (3 days)</b> <b>Instructional writing</b>  How to Wash a Woolly Mammoth <b>Purpose:</b> To inform <b>Audience:</b> Elephant Zoo's visitors (children)	Wednesday <u>L.O To retrieve and follow information from instructions.</u>  Have sets of instructions (to create a paper hat/how to play a game etc) for children to read and follow. Children to reflect and evaluate the effectiveness of the instructions. Thursday L.O To know how to retrieve and summarise information from a text. Read the woolly mammoth text. VIPERS comprehension activity	Friday L.O To develop a toolkit for writing clear instructions.						
<b>Week 2</b> <b>Instructional writing</b>  How to Wash a Woolly Mammoth <b>Purpose:</b> To inform <b>Audience:</b> Elephant Zoo's visitors (children)			Monday <u>L.O understand how to create clear commands using imperative verbs.</u>	Tuesday <u>L.O To develop instructions orally.</u>  (Telephone conversations)	Wednesday <u>L.O To know the sequence for instructions.</u>  Planning	Thursday <u>L.O To write instructions using commands</u>  <b>Modelled write</b> then independent	Friday <u>L.O To assess my use of punctuation, spelling and grammar with support.</u>	
<b>Week 3</b> <b>Instructional writing</b> <b>Purpose:</b> To inform <b>Audience:</b> Elephant Zoo's			Monday <u>L.O develop adverbs to broaden my vocabulary.</u>	Tuesday <u>L.O To use drawings to develop instructions for washing an elephant.</u>		Wednesday <u>L.O To apply a clear sequence for instructions</u>	Thursday <u>L.O To evaluate the clarity of instructions</u>	Friday <u>L.O To publish using joined handwriting</u>

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visitors (children)								
<p>Week 4 <b>Nonchronological report on Fruit (eyewitness)</b></p> <p><b>Purpose:</b> To inform <b>Audience:</b> Shoppers visiting Tesco (health conscious adults looking for snacks for their children)</p>	<p>Monday <u>L.O To identify the purpose and genre of a text.</u> (compare with instructions chronological format)</p>	<p>Tuesday <u>L.O To identify non-chronological reports.</u>  Give the children the toolkit and texts. Identify which are non.chron and justify.</p>		<p>Wednesday <u>L.O To use meetings to build shared knowledge for a non-chronological report.</u>  Distribute facts/information. Children to meet together information to add to their spider diagram plan. Mini-plenary shares technical and adventurous vocab.</p>	<p>Thursday <u>To develop organisational devices.</u></p>	<p>Friday <u>L.O To assess my use of punctuation, spelling and grammar with peer support.</u></p>		
<p>Week 5 <b>Nonchronological report on Chocolate</b></p> <p><b>Purpose:</b> To inform <b>Audience:</b> Visitors to Cadbury's factory</p>	<p>Monday <u>L.O To retrieve information that would interest visitors to a chocolate factory.</u>  (give the children text/videos and images on QR codes or on text/video to retrieve facts from some being just glossary entries)</p>		<p>Tuesday <u>L.O To create entries to a glossary</u></p>	<p>Wednesday <u>L.O To develop a script to present facts to an audience using clear language.</u></p>	<p>Thursday <u>L.O To plan a nonchronological report.</u>  Listen to people's presentation and create a plan using the spider diagram skeleton</p>	<p>Friday <u>L.O To shared write a nonchronological report.</u></p>		
<p>Week 6 <b>Nonchronological report on Chocolate</b></p> <p><b>Purpose:</b> To inform <b>Audience:</b> Visitors to Cadbury's factory</p>						<p>Monday <u>L.O To draft a non chronological report</u></p>	<p>Tuesday/Wednesday <u>L.O To reflect on my non-chronological report.</u>  Model looking at a modelled example and revising a paragraph</p>	<p>Thursday/Friday <u>L.O To create a report for visitors to a chocolate factory.</u></p>
<p>Week 7 <b>Poetry week</b></p> <p><b>Purpose:</b> To entertain <b>Audience:</b> The elderly in the care home to share hope and joy</p>	<p>Monday <u>L.O To explore syllable patterns</u>  Read/listen to and enjoy Haikus and tankas and mark the syllable patterns</p>		<p>Tuesday <u>L.O To compare two things using as or like to create similes.</u></p>	<p>Wednesday <u>L.O To explore syllable patterns.</u></p>		<p>Thursday <u>L.O To work as a poet to create Haikus and Tankas.</u></p>	<p>Friday <u>L.O To publish my poem to share hope of the change of seasons.</u></p>	

### Drama strategies

#### Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

#### Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

#### Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.