

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

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

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	<p style="text-align: center; margin: 0;"><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; margin: 20px 0 0 0;"><b>Speaking and listening Disciplinary knowledge</b></p> <p style="text-align: center; margin: 0;"><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>
Inverted commas	Commas that surround speech. They can be in pairs or used singularly.	""	
Direct speech	The words said by someone as they said them - these are surrounded by inverted commas and follow clear rules.	"Don't step on my mopped floor!" exclaimed Bob.	
Adverb	Open speech marks, capital letter, direct speech, punctuation and closed speech marks.	Soon, well, best, slowly, carefully	
Fronted adverbial	<p>A word that describes the verb.</p> <p>A group of words that describes how, where, why or when. Prepositional phrases are classed as a type of adverbial.            If a verb is present, this is an adverbial clause (eg running wildly)</p>	<p>With eagerness,            Under the duvet,            Before spring came</p>	

### Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand how to use adverb openers (Slowly, carefully,) L.O To know that fronted adverbials open sentences followed by a comma L.O To independently apply suitable fronted adverbials	L.O To understand the purpose of an adverb L.O To know where an adverb is in a sentence L.O To independently choose suitable adverbs for a given sentence	L.O To understand how to turn a speech bubble into direct speech. L.O To know how to punctuate direct speech L.O To independently punctuate direct speech.	Test week	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)

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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1</p> <p><b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p>L.O To create a tool kit for an interesting short story.</p> <p>Explain to the children that we are going to be writing a first-person narrative. Show children breakfast scene from The Croods - <a href="https://www.youtube.com/watch?v=GaUGoueAS4Y">https://www.youtube.com/watch?v=GaUGoueAS4Y</a></p> <p>Lots of discussion surrounding what we have just watched - characters, animals, setting (what could you see; where are the characters?), what's happened - the aim of the characters, the problem and the end result.</p> <p>Give children a toolkit. What would make a good hunter story set in the stone age?</p> <p>Character description, setting description, adjective time openers to explain the sequence of events, movements and speech</p>		<p>L.O To use adverbial openers to sequence events</p> <p>Use images from the visual literacy clip.</p> <p>Children to sequence and use Fronted adverbials that would be suitable to separate the events and to make them flow.</p>	<p>L.O To discuss ideas as a character in a meeting.</p> <p>Teacher to use the meetings speaking and listening strategy.</p> <p>We are the Crood family.</p> <p>What do we need to achieve - bring in descriptions and fronted adverbial openers to sequence.</p>	<p>L.O To plan a short story</p> <p>Show the mountain structure - beginning, middle and end.</p> <p>Shared plan a story on the whiteboard using the Croods hunting for breakfast with eating as the happy ending.</p> <p>Children to plan to retell the video clip - focus on planning in the use of fronted adverbial openers.</p>			
<p>Week 2</p> <p><b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>					<p>L.O To develop technical and adventurous vocabulary</p> <p>Give the children key words and some phrases relating to:</p> <p>Characters (body/clothes/appearance) Setting Bird and its egg.</p> <p>Children to explore and place on the word target</p> <p>Outer: Technical Middle: adventurous Inner: Adventurous vocabulary that will have a greater impact on the reader.</p>	<p><b>L.O To begin sentences with fronted adverbials.</b> (Over two days write the whole of the retell of the video clip – simplified)</p> <p>Use my turn your turn to model drafting an opener, a character description paragraph, the chase and the end.</p> <p>Focus on beginning with sentences from a fronted adverbial word mat. Pictures from the film clip to support each stage</p>	<p><b>L.O To understand how to use a dictionary.</b></p> <p>Give the children a marked paragraph of work and show the children how to use a dictionary to find the root words to check spellings.</p> <p>Next step, children to find three sp to correct in their work from earlier this week.</p>	<p><b>L.O To publish my retelling of a video clip</b></p>
<p>Week 3</p> <p><b>Text:</b> Purpose: To Entertain Audience:</p>	<p><b>L.O To identify how authors describe characters</b></p> <p>Give some extracts from texts used in Guided Reading where characters have been described.</p>		<p><b>L.O To know how adverbs can be used to describe movement.</b></p> <p>Give the children</p>	<p><b>L.O To use substitution to tell my story.</b></p> <p>Take the text map from the video clip.</p>	<p><b>L.O To plan a character description</b></p> <p>Children to draw their adversary! It could be another person from a</p>	<p><b>L.O To draft a story opener.</b></p> <p>Recap last week</p>		

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<p><b>Adventurous vocabulary for the week:</b></p>	<p>VIPERS questions</p> <p>Then draw together commonalities to create a character description tool kit.</p>	<p>*Walked; *Looked around; *ran; *Hunted.</p> <p>How might these be done in different scenarios. A safe place In a place you don't want to be noticed In a place where you are in danger.</p> <p>Give children adverbs to match to the scenarios</p> <p>Give the children adverb challenges.</p>	<p>Explain that the children are going to be writing about another day where the family go somewhere else to find food.</p> <p>Substitute setting Substitute dangerous character (we will be doing the description of them!) and substitute the food they are trying to gather up. (berries, apples etc.)</p> <p>Children to text map (perhaps do this a step at a time) and to tell their story using a telephone conversation. Children must be using fronted adverbial openers as they talk - ensure this is modelled and FA mats are available</p>	<p>different family, a big cat, a bird etc.but it will be ASLEEP!</p> <p>Children to use the toolkit from lesson 1</p> <p>In stages develop a character description plan.</p> <p>Modelled write.</p> <p>Children to write theirs on lined paper, ready to glue directly into their story when it has been written.</p> <p>Ensure adverbs and FA are used appropriately!</p>	<p>Children to use their text maps to write their story opener up to where their character comes across the character they described yesterday. They can then glue that paragraph in 😊</p>		
<p>Week 4 (test week) <b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p><b>L.O To identify how authors describe settings</b></p> <p>Give some extracts from texts used in Guided Reading where settings have been described.</p> <p>VIPERS questions</p> <p>Then draw together commonalities to create a setting description tool kit.</p>	<p><b>L.O</b> (arising from gaps in knowledge identified in AFL— perhaps apostrophe of omission or nounphrases need revisiting here?)</p>		<p><b>L.O To plan a setting description.</b></p> <p>Children to read their story so far to a partner.</p> <p>Now we need to describe the fruit and the setting your main character has found it in.</p> <p>Children to sketch it. Label the key elements with appropriate adjectives.</p> <p>Give preposition Fronted Adverbial word bank.</p> <p>Children to then be shown how to use a thesaurus to add to their plan.</p>			
<p>Week 5 <b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>		<p>Tuesday: L.O: To understand how to punctuate direct speech. (we only need their character to speak – they are only talking to themselves or shouting an</p>	<p>Wednesday: L.O To use a meeting to develop the action in the story.</p> <p>Teacher calls the meeting.</p> <p>How will the main character behave at the time they see the fruit?</p>	<p><b>Monday L.O To describe a setting Revisit last lesson.</b></p> <p>Children to orally rehearse their sentences and to write on whiteboards.</p>	<p>L.O To be able to add information to my story.</p> <p>Give children time to edit for CUPS</p> <p>Then, teach ARMS.</p> <p>The A stands for Add.</p>		

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			<p>instruction... no conversations!)</p> <p>SPaG Challenges in the English book. Final challenge 3 separate things their main character will say in the story. Beginning, middle and end.</p>	<p>How will the enemy be awake?</p> <p>What will happen when that character awakes?</p> <p>Planning time:</p> <p>Children to develop three bullet points</p> <ul style="list-style-type: none"> <li>• How the enemy is woken up</li> <li>• How the main character gets away</li> <li>• What does the main character run past on their way home.</li> </ul> <p>Add FA Adverbs and add in the speech to this plan.</p>		<p>Then get them to read their story so far and check this adds on nicely.</p> <p>Children to then draft the setting description.</p> <p>Thursday: L.O To draft the dilemma of my story</p>	<p>We already know we need to add in speech to the opener. Model turning back and adding it in blue.</p> <p>What else might we need to add to make sure that the parts of our stories flow together smoothly?</p> <p>Display these on the board: (or others that arise from teaching) Explain that they are a once sentence paragraph that can link two different parts of the story together</p> <p>That was when her day was about to change...</p> <p>That was when things were going to go from bad to worse...</p> <p>That was when he realised that he needed to XXX.</p> <p>By adding in a linking sentence, we can make sure the story flows.</p>	
<p>Week 6 <b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p><b>L.O To identify how authors end a story in a satisfying way</b></p> <p>Give some extracts from texts used in Guided Reading or class texts with a final paragraph/sentence that summarises and brings the ending to a satisfying place. (it may leave a clue that there might be another story after this one! In our case, they most certainly will be out hunting for food again soon!)</p>					<p>L.O To complete my stone age story.</p> <p>Children to write a satisfying ending to their story using the examples looked at in yesterday's lesson.</p>		<p>Three days to publish and create art work</p>

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	VIPERS questions						
	Then draw together commonalities to create a toolkit for a satisfying story ending.						
	Children to then plan their ending!						
<p>Week 7</p> <p><b>Text:</b></p> <p>Purpose: To Entertain</p> <p>Audience: Short story writing competition</p> <p><b>Adventurous vocabulary for the week: Use of BAT display from this term</b></p>	<p><b>Short independent story for a school story writing competition</b></p> <p><b>You need to present the children with a selection of shoes for different purposes</b></p> <p><b>L.O To develop a character orally</b></p> <p><b>Input &amp; Key Questions:</b></p> <p>Show the children a selection of settings and share the writing competition. What might we need to do to be successful - create a s.c for an exciting short story.</p> <p>What makes a character you fall invest in - chn to share characters from their own reading?</p> <p>Share the pyramid that will help the children to develop their character today.</p> <p>Who does it belong to? How old are they? What is their physical appearance? What are their likes and dislikes? What are their hopes? Dreams? Motivation? (think about the connection to the sea) What are they afraid of? Worried about What do others say about them?</p>	<p><b>LO: To be able to text map and tell a short story.</b></p> <p><b>Input &amp; Key Questions:</b></p> <p>If I asked you to tell me a story, which ones do you know well enough that you could tell us all right now?</p> <p>Select one and model text mapping it.</p> <p>Model substituting it.</p> <p>Children to go through these processes in their groups</p> <p>Now, Model making additions, perhaps add description, dialogue, new characters and event s, extra detail.</p> <p>Chn to develop their story</p> <p>Finally alter characters, settings, events, opening and ending.</p> <p>Children to work on a trimmed piece of paper which can be stuck in after the writing lesson.</p>	<p><b>LO: To be able to write a short story.</b></p> <p><b>Input &amp; Key Questions:</b></p> <p>Children to tell the story using their maps - ensuring they explain who the character is.</p> <p>Show the paragraph on the ppt.</p> <p>Model editing it so that chn will consider their use of vocabulary - remind 500 words - this is two pages( just over with large handwriting)</p> <p>Discussing the detail in key moments. Rather than the wood ' what could we call it to make it sinister? Dead-man's wood Rather than standing in the church - in the church doorway</p> <p>Add the time of day</p> <p>Powerful verb</p> <p>Simile</p> <p>5 senses</p>	2 <sup>nd</sup> day to write	<p>Reflect on toolkits from writing to entertain term</p> <p><u>Publish including art work</u></p>		

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### Telephone conversations

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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

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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

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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.