

Year Three MTP Writing Spring Term 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;">The pupil can, after discussion with the teacher (See Y2 TAF):</p> <ul style="list-style-type: none"> Write coherently using a range of expanded sentences including conjunctions, prepositions and adverbs to express time, place and cause. Write with an awareness of purpose and reader through the selection of relevant content with an attempt to interest the reader. Show some development of settings, characters or plot. Show some use of paragraphs to organise information. Use of simple organisational devices in non-narrative writing including the use of headings and subheadings. Maintain the correct tense mostly. Use <i>a</i> and <i>an</i> mostly accurately Edit to ensure most sentences correctly demarcated with the full range of KS1 punctuation (including apostrophes and commas in a list) and some use of speech punctuation. <p><i>Punctuation: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction & singular possession, commas in lists, speech marks</i></p> <ul style="list-style-type: none"> Make accurate proof-reading corrections to own writing and simple edits. After editing ensure accurate spelling of many words with prefixes and suffixes (ref. Appendix 1). After editing show accurate spelling of KS1 common exception words and some words from the Y3/4 statutory spelling list. Use a legible style developing with consistent letter formation, sometimes joined. <p style="text-align: center; color: #4F81BD; font-weight: bold;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center; color: #4F81BD; font-weight: bold; font-size: small;"><u>Speaking and Listening</u></p> <p style="font-size: small;">To know how to give well-structured narratives for different purposes and express feelings To understand how to consider & 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>
Pronoun	A word class used to replace a noun to create cohesion.	She he they my your we	
Adverb	A word that describes the verb.	Soon, well, best, slowly, carefully	
Prefix	A letter or group of letters added to the start of a root word to change its meaning.	Super- anti- auto - dis- mis	
Suffix	A letter or group of letters added to the end of a root word to change its meaning.	Er ful lest est er ing	
Preposition	A word that describes where something is in place or time.	Before under in above	

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand why we need to use pronouns L.O To know how to identify a pronoun L.O To independently apply pronouns.	L.O To understand how to identify an adverb within a sentence L.O To know which word is an adverb L.O To independently find adverbs in a sentence	L.O To understand how to add adverbs to improve a sentence L.O To know how to use ARMS to add an adverb L.O To independently revise work to add adverbs.	L.O To understand how to identify a preposition L.O To know how to locate a preposition in a sentence. L.O To independently find prepositions in a sentence	L.O To understand the suffix ful L.O To know how to use er to make comparatives L.O To independently create superlatives using est. .	L.O To understand the prefix anti L.O To know the meaning of the prefix super L.O To independently add the prefixes dis and mis.

Oi! Get off our train! – Speeches week

Advert – save our oceans

Zoo – persuasive letter

SHH we have a plan.





Year Three MTP Writing Spring Term 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1 (3 days)</p> <p>Text: Purpose: Speech to persuade</p> <p>Key vocabulary for the week:</p> <p>Rhetorical question</p> <p>Captivity Species Breeding Protection Poaching Safe and secure</p>		<p>L.O To know what makes a good persuasive speech</p> <p>Watch the first minute</p> <p>https://www.ted.com/talks/molly_wright_how_very_child_can_thrive_by_five?language=en</p> <p>then 23s to 1 minute</p> <p>https://www.youtube.com/watch?v=DtCxjMdE5dM</p> <p>Then give children an assortment of familiar 'tools' to sort through to select what makes a good persuasive speech</p> <p>Eg noun phrases, setting description, character descriptions, title, repetition, smiling to the audience, using hand gestures, rule of 3, facts, similes, rhyme etc.</p> <p>Create and share the toolkit in pairs then feedback.</p>	<p>Needs to be 15 mins before break!</p> <p>L.O To understand how to use rhetorical questions to make an audience think</p> <p>What is the purpose of a question? When do we ask questions? Why are questions important?</p> <p>Introduce the term 'rhetorical question'</p> <p>Explain this is a question that no-one is meant to answer - it is just said to make people think and you don't need to answer it.</p> <p>Do you want the animals to survive? So you want to get eaten by the wolf?</p> <p>AFTER BREAK</p> <p>Have a box in the middle of the classroom, tied up with a string and with air holes poked in it.</p> <p>As the children come in act surprised. Ask them.. "should we open it?"</p> <p>Ask the children to, in their pairs, compose a little speech why they should or should not open the box. Model this and model using three rhetorical questions. (for example) Do you really know what is lurking inside the box? If we open this box, we could be unleashing a dragon or another terrifying creature into our classroom. What if it wants to eat us? Do you want to be eaten. We must not open this box.</p> <p>At the end of the lesson, reveal the contents of the box. Have a cuddly toy inside with a letter. Dear Forgiveness/Honesty class, I am an endangered animal and there aren't many of us left in the wild. Many of my species live in zoos to protect them and keep us safe but I don't know if animals should be kept in zoos.. what do you think?</p>		<p>L.O To organise facts for a speech</p> <p>Vocab zone activity</p> <p>Teach the children about the role of zoos.</p> <p>Children to sort facts that would be relevant to support a speech either for or against animals being kept in zoos. (one side only - adult can guide perhaps GD children could choose if appropriate)</p> <p>Move learning on by planning rhetorical questions.</p> <p>Children to rehearse a short speech of their own including facts and rhetorical questions.</p>			
<p>Week 2</p> <p>Text: Persuasive posters Purpose: To persuade Audience: KS2</p> <p>Key vocabulary for the week:</p>	Wednesday			Thursday	<p>Monday (read oi get off my train and discuss the issues the animals are facing. How would this support our speeches?)</p> <p>L.O To rehearse presenting a speech</p> <p>Prompt cards</p>	<p>Performance</p> <p>L.O To present my speech</p>		

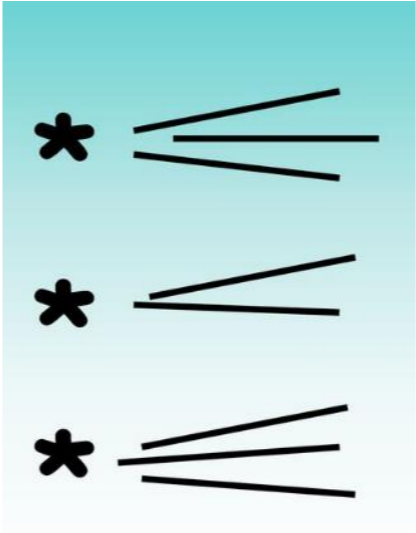
Year Three MTP Writing Spring Term 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

	<p><u>L.O To understand what makes a persuasive poster</u></p> <p>Look at the two posters. (Turn the lights off/eat more veg). When do people read posters? What is the purpose of a poster? Children to understand that posters are usually in waiting rooms, corridors or places where people will read them quickly.</p> <p>Children to create toolkits for a persuasive poster.</p> <p>Facts of facts Address the audience. Use of command sentences Rhetorical questions Rule of three</p>		<p>L.O To use telephone conversations to develop a persuasive message.</p> <p>After looking at the posters yesterday, we need you to come up with some ideas for posters that would make a difference to the school community.</p> <p>Mind map as a class Eg: recycle paper, eat all your dinner, don't waste food, turn the taps off, put your rubbish in the bin.</p> <p>Pairs to choose a topic (or give them to table groups) and children to develop their persuasive sentences through a telephone call. (notes on whiteboards).</p>		<p>Pictures to present with</p> <p>Friday <u>L.O To draft a persuasive poster</u></p>		
<p>Week 3 <u>Text:</u> Purpose: to persuade Audience:</p> <p>Key vocabulary for the week: Pollution waterways</p>	<p>https://www.bbc.co.uk/newsround/av/31469290 Turtles eat carrier bags and mistake them for jelly fish.</p>    		<p><u>Tuesday</u></p> <p><u>L.O To use a meeting to develop ideas.</u></p> <p>Print off the pictures on A3 paper and display at the front of the room</p> <p>Tell the children that you are calling a meeting because this is outrageous. This is unacceptable. When people litter in the town, it goes into the river. The river flows out into the sea and creatures are in danger from plastic pollution. Turtles and other sea animals are eating plastic bags because they look like jelly fish and then they are dying of starvation because they think their tummies are full. Although we are only one small group of people, what could we do to help? Make a persuasive advert - we can make a poster and film our speech to go with it! Children to mind map their ideas.</p>	<p><u>Wednesday</u></p> <p><u>L.O To draft a persuasive advert.</u></p> <p>Show the carrier bag exemplification (stt's document) L.O To plan and redraft a persuasive advert.</p> <p>Activity 1: Children to bullet point the facts they want to include</p> <p>Activity 2: redraft including commands and rhetorical questions.</p> <p>Peer assessment</p>	<p><u>Thursday</u></p> <p><u>L.O To redraft a persuasive advert</u></p> <p>Explain to the children that they have used the toolkits well but now, to make the speeches more appealing and persuasive we need to be using one or two fronted adverbials. To do this we must use ARMS and Add at least one sentence to our work. We are going to work as authors and re-draft. This means you can add in an extra fact. This is something all authors do. You might even want to M move a sentence around!</p> <p><u>Model this.</u></p> <p><u>Preposition opener bank</u></p> <p>All around the world, In every ocean, Inside the waterways, In the seas, Beneath the waves, Around the world (etc)</p>	<p><u>Monday</u></p> <p>L.O To use a dictionary to check spellings.</p> <p>Give the children words to check the spellings of using the dictionary.</p> <p>Then children to check sp marked in their work</p> <p>Then publish (well-written posters may be photocopied and double backed to be placed in corridors or in classrooms)</p> <p><u>Friday</u></p> <p><u>L.O to perform my persuasive advert</u></p> <p>Perform and record some - display some on the website/Y3 video resource centre</p>	

Year Three MTP Writing Spring Term 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

<p>Week 4 Text: zoo Purpose: letter to persuade Audience: Matt Warman MP</p> <p>Key vocabulary for the week: Endangered Threatened Helpless vulnerable vanishing Brink of extinction At risk In peril</p>	<p>L.O To know the moral of the story zoo.</p> <p>Read the story Discuss the behaviour of dad, his attitude, and the children.</p> <p>VIPERS activity</p>	<p>L.O To understand how to write a persuasive letter.</p> <p>Show the toolkit of persuasion from previous weeks. Show the two images at the end of this document (cost of running zoo and ticket)</p> <p>Explain that you are going to show the children how to write a persuasive letter to persuade people to support zoos.</p> <p>Model using the toolkit to write a persuasive letter to the school council to do a fundraising activity for our local zoo to support costs this winter time.</p> <p>Children to then go and replicate in their books using the model</p>		<p>L.O To understand how to work in a group to develop a discussion to include everyone's ideas.</p> <p>Should animals be kept in zoos? Revisit learning from speeches week</p> <p>Give facts to the children to support zoos and facts that do not.</p> <p>Now that children have developed their persuasive skills, how can they apply them now?</p> <p>Use discussion roles (see below)</p>	<p>L.O To begin to draft a persuasive letter.</p> <p>Vocab zone activity</p> <p>Modelled write - explain that we are going to write to Mat Warman - MP to ask that he votes in parliament to allocate more money to zoos to protect endangered animals.</p> <p>Use the toolkit and plan some ideas using the skeleton plan.</p> 	<p>L.O To draft a persuasive letter.</p> <p>Planning</p> <p>Shared write</p>		
<p>Week 5 Text: zoo Purpose: letter to persuade Audience: Matt Warman</p> <p>Key vocabulary for the week:</p>			<p>L.O To plan a persuasive letter</p> <p>The school council have asked us to write to the MP and local council to ask for flashing warning signs to slow down to be put up outside the school because people are driving dangerously quickly along Wyberton Low Road outside of school.</p> <p>Apply learning to create a persuasive poster to drivers to slow down!</p> <p>Give the children some key facts to use.</p>	<p>L.O To understand how to develop ideas through a discussion group.</p> <p>Discuss why the school needs help to get drivers to slow down.</p> <p>What do we need to ask for ?</p> <p>Parking patrol to issue tickets? PCSOs to bring speed guns? Flashing signs? Lolly pop person?</p>	<p>L.O To plan a persuasive letter</p> <p>Vocab Modelled</p> <p>Plan</p>	<p>To write a letter to persuade</p>	<p>L.O To know how to use ARMS to add sentences</p>	
<p>Week 6 Text: Purpose: Audience:</p>		<p>If this term goes to schedule, use these 4 days as a skills week.</p>						<p>Monday</p> <p>L.O TO publish a persuasive letter</p>

Year Three MTP Writing Spring Term 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

Key vocabulary for the week:		Focus on what is missing to get children to ARE using writing to persuade text type.					

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.

Roles for group members

- Leader/chair – organises the group, encourages all to participate and to complete the task.
- Scribe – notes main points of discussion and any decisions, checks accuracy of notes with group members.
- Reporter – works with scribe to organise the report on findings, summing up and presenting ideas.
- Mentor – helps group members to carry out the task, supporting them and explaining what is needed.
- Observer – makes notes on how the group works and on different contributions, then shares the observations with the group.

Group discussion -

Colchester Zoo to fork out 'millions' in bills to keep animals warm this winter as cost of living crisis hits

Currently it costs around £25k every day to keep the zoo running, but it's gearing up for this year to be five times more expensive than previous winters

NEWS By **Holly Hume** Senior Reporter
16/01, 30 SEP 2022

Bookmark



Enter your postcode for local news and info

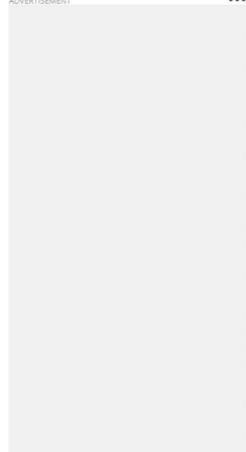
Enter your postcode

Go

In Your Area



ADVERTISEMENT





Year Three MTP Writing Spring Term 1: Writing to Inform

'Encouraging each other, overflowing with hope.'

