

## Year Three MTP Writing Spring Term 2: 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</b></p> <ul style="list-style-type: none"> <li>Write coherently using a range of expanded sentences including conjunctions, prepositions and adverbs to express time, place and cause.</li> <li>Awareness of purpose and reader through the selection of relevant content with an attempt to interest the reader.</li> <li>Some development of settings, characters or plot.</li> <li>Some use of paragraphs to organise information.</li> <li>Use of simple organisational devices in non-narrative writing including the use of headings and subheadings.</li> <li>Correct tense mostly maintained.</li> <li>Mostly accurate use of <i>a</i> and <i>an</i>.</li> <li>Most sentences correctly demarcated with the full range of KS1 punctuation (including apostrophes and commas in a list) and some use of speech punctuation.</li> </ul> <p style="margin: 0;"><i>Punctuation: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction &amp; singular possession, commas in lists, speech marks</i></p> <ul style="list-style-type: none"> <li>Make accurate proof-reading corrections to own writing and simple edits.</li> <li>Accurate spelling of many words with prefixes and suffixes (ref. Appendix 1).</li> <li>Accurate spelling of KS1 common exception words and some words from the Y3/4 statutory spelling list.</li> <li>legible style developing with consistent letter formation, sometimes joined</li> </ul> <p style="text-align: center; color: #4F81BD; margin: 10px 0;">Speaking and listening Disciplinary knowledge</p> <p style="text-align: center; margin: 0;"><b><u>Speaking and Listening</u></b></p> <p style="margin: 0;">To know how to give well-structured narratives for different purposes and express feelings</p> <p style="margin: 0;">To understand how to consider &amp; evaluate different viewpoints, attending to and building on the contributions of others</p> <p style="margin: 0;">Continue to know relevant strategies to develop their vocabulary and use language effectively</p> <p style="margin: 0;">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>
Phrase	Group of words that add information to a sentence (no verb)	above	
Clause	An idea. It always contains a verb.		
Main clause	It has a subject and a verb so it makes sense when on its own.		
Conjunction	A word that joins clauses together.		
Co-ordinating conjunction	A word that joins two main clauses together and we remember them using the acronym FANBOYS.		

### Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Test week	L.O To understand what makes a sentence. L.O To know what a clause is. L.O To apply my understanding to identify a clause.	L.O To understand what a phrase is L.O To know how to identify a phrase L.O To apply my knowledge of phrases.	L.O To understand how to join two main clauses L.O To know co-ordinating conjunctions L.O To apply co-ordinating conjunctions	L.O To understand L.O To know L.O To apply.  ** GAP FROM TEST	L.O To understand L.O To know L.O To apply.  ** GAP FROM TEST

Ssh we have a plan – Instructions

Until I met Dudley – Explanations

Tiger Child – non-chron

Handwriting focus.

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Joining vowel diagraphs Ee ea ei oa oo ai	Forming n and m	Forming r and f	Forming j and J	Forming gy	Forming p and q

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<b>Week 1</b> <b>Text: Shh! We have a plan</b> Purpose: To inform  <b>Key vocabulary for the week:</b>	L.O To summarise the key events of a story.  Read the text. Children to summarise the events for key pictures.  What is the purpose of the text? Who is the audience? Why has this book been written?  Why do you think they weren't successful? The didn't communicate clear instructions to eachother!  From Y2 learning - retrieval activity of an instructional writing toolkit,  (DO NOT SHARE THE LAST BIT WITH THE SQUIRREL)		L.O To understand how to write commands.  Sort sentences into questions, statements, exclamations and commands.  Unpick the structure of commands - begins with a verb.  Give a picture and say a command to the hunters.  Write the command.	L.O To give clear instructions.  Give the children a sequence of pictures to talk through. Give the characters clear instructions.  Scaffold with a verb bank/ preposition bank.  Shared write the instructions together.				
<b>Week 2</b> <b>Text: Shh! We have a plan</b> Purpose: To inform Audience:  <b>Key vocabulary for the week:</b>		<u>L.O To develop a year 3 toolkit for writing instructions.</u>  Look at the two sets of instructions (Y2 writing level vs Y3 writing level) how are they different?  Develop the toolkit from the basic one retrieved last week.		L.O To plan a set of instructions using paired improvisation Read the book and share the squirrel bit!  Right, to be successful this time, how can we support these hunters? Clear instructions.  Introduce the brand new speaking and listening strategy... making it up!  Give the children envelopes in their pairs with verbs on yellow card and a series of picture props (a net, a cage, some bait and some binoculars) children to organise them with their partner.  Extend with some red vocab on cards of adverbials of time and manner.  Model improvisation and using those command sentences.		<u>L.O To draft a set of instructions</u>	<u>L.O To reflect on clear sequencing of my instructions</u>	<u>L.O To publish a set of instructions based upon a text.</u>
<b>Week 3</b> <b>Text: Until I met Dudley</b> Purpose: to inform (explanation text) Audience: our cleaners!  <b>Key vocabulary for the week:</b>	LO: To understand the layout and features of an Explanation Text.  Explain today we are going to list the features of the explanation text and how the layout	L.O To understand the reason authors use technical vocabulary  Show the children the BAT display - what is this? Why is it BAT - ensure children can articulate that there are three types of words we use in our writing as authors -		L.O To think about vocabulary to suit an audience.  Here is your challenge. Mr Adcock the caretaker and his team of cleaners work very hard for us so we are going to write something funny for them. We are going to write	L.O To draft an explanation text.  Model and use my turn your turn for children to work.  Give the children a blank sheet (with a drawing on so everyone is using the same today) to do their writing.	L.O To understand how to use handwriting to present an explanation text.  Teach - joins for main body of text - labels unjoined.  Bold and underlined technical words		

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	<p>supports this. Show the children examples of the text (Photocopy) ask them to read through with a partner and list all the features they notice. TTYP - How does the layout support this feature? Think about the placement of each feature and how it supports the reader. Features: Instructional writing - chronological Numbers Explanations - conjunctions, technical vocab Image/ diagrams/ captions/ labels</p>	<p>basic, adventurous and technical. As an author we choose our words carefully so that our reader feels a certain way. How do you think Roger McGogh wants people to feel when they read 'Until I met Dudley? Show the children the page about the Hoover. Discuss the way a Hoover works using the explanation text. Discuss the meanings of the technical vocabulary and why this is important. What would happen if we didn't use this vocabulary? How does it help people understand? Show the children a real Hoover. Match the technical vocabulary to the correct parts. Activity Children have an image of a real Hoover - match the technical vocabulary to the correct parts.</p>		<p>about how a Hoover really works to make them laugh!</p> <p>We will need to use technical vocabulary as these people really know their stuff!</p> <p>Carousel of activities: Station 1: TA: go out to TA to look at the Hoover and to add the technical vocab labels to the Hoover and understand the function of the parts.</p> <p>Station 2: Show the children the two pages about the vacuum cleaner to read through and note down key BAT vocabulary.</p> <p>Station 3: Sketching background page ready to write on tomorrow.</p> <p>Station 4: Teacher led planning the explanation text.</p>		<p>HA children could then create a glossary to add to their text.</p> <p>(based on marking from yesterday look at how children are using their conjunctions or punctuation - revise this then write up on their sheets from Wednesday)</p>		
<p>Week 4 <b>Text: Until I met Dudley</b> Purpose: to inform (explanation text) Audience:  Key vocabulary for the week:</p>			<p>L.O To use different conjunctions to extend simple sentences.  (skills lesson on conjunctions).</p>	<p>L.O To use drawings to support explanations.</p> <p>Tell the children that today they are going to have to activate their imaginations!</p> <p>Set up three tables *1 in front of the smart board with pictures of glow worms printed off and glowing fish *2. On a table have a laptop and charger. Print off pictures of a</p>		<p>L.O To write an explanation text</p> <p>Scaffold and model using different conjunctions from the skills lessons.</p>	<p>L.O To (from AFL)</p>	<p>L.O To publish an explanation text.</p> <p>Ensure that this is an excellent piece of work., Children's art may need copying in case they go wrong or they can write on acetate to go over their drawings.</p>

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				<p>kangaroo standing on its tail, a hamster in a wheel, a mouse, and tiny owls all together</p> <p>3. A tablet and print off pictures of candles, elves from the toaster page a colour changing chameleon.</p> <p>Children have to go to each station and draw what is really happening inside each electrical item. Have the book's pages on the working wall to support any children that need it. Children need to come up with their own explanations of how the appliances work.</p> <p>Then children to select their favourite and to have time to plan.</p>				
<p>Week 5</p> <p><b>Text: Tiger</b></p> <p><b>Child</b></p> <p>Purpose: To inform</p> <p>Audience: Y3 non chron</p> <p><b>vocabulary for the week:</b></p>	<p>L.O To know a traditional story from another culture.</p> <p>Reading activity and VIPERS</p>	<p>L.O To know what makes an interesting fact file.</p> <p>Look at fact files</p> <p>Tool kit.</p>	<p>L.O To extend sentences using conjunctions.</p> <p>Teach - a clause is an idea that contains a verb. SVO</p> <p>Extend sentence with different conjunctions.</p>	<p>L.O To research big cats</p> <p>Give the children the opportunity to work in 2s/3s to use the meeting strategy to read pre-given material.</p> <p>Children to collect facts about big cats.</p>	<p>L.O To share ideas to create a fact file.</p>			
<p>Week 6</p> <p><b>Text: Tiger</b></p> <p><b>Child</b></p> <p>Purpose: To inform</p> <p>Audience: Y3 non chron</p> <p><b>Key vocabulary for the week:</b></p>					<p>L.O To plan a fact file</p>	<p>L.O To draft a fact file</p>	<p>To add information to my fact file using ARMS</p>	<p>L.O To publish my fact file</p>

Drama strategies

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### 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.

Group discussion -

### 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.