

Year Three MTP Writing Summer Term 1: Writing to Entertain

'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: x-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>	
Past tense	An action that has already happened.	Ran Walked		
Present tense	An action that is happening now.	Run Walks		
Future tense	An action that will happen.	Will run Will run		
Past perfect tense	An action, in the past, that was completed. This is shown through the use of 'Had ___-ed'	Had run Had walked		

Explicit PaG teaching

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
L.O To understand how to sort word class L.O To know how to identify an adverb L.O To independently apply my knowledge of word class	L.O To understand was/were (use the spider model) L.O To know when to use is or are L.O To independently check the tense of a sentence is consistent.	L.O To understand how to sort sentences into past, present and future tense. L.O To know how to write future tense sentences L.O To independently check the tense of a sentence is consistent.	L.O To understand the perfect tense L.O To know how to write a sentence in the perfect tense L.O To independently use the perfect tense	L.O To understand when to use a question mark. L.O To know when to use a question mark. L.O To independently check the punctuation at the end of a sentence.	L.O To understand how to check my spellings using a dictionary L.O To know how to use a dictionary L.O To independently check my spellings using a dictionary.
Week 1 handwriting	Week 2 handwriting	Week 3 handwriting	Week 4 handwriting	Week 5 handwriting	Week 6 handwriting
Step 3: joining from s to ascender sh, sl, st, sk	Step 4: joining from s no ascender sw, si, se, sm, sn, sp	Step 5: joining from s to an anticlockwise letter - sa, sc, sd, sg, so, sq	Step 6: joining an r to an ascender – rb, rh, rk, rl, rt	Step 7: joining from r – ri, ru, rn, rp	Step 8: joining from t to an anticlockwise letter ra, rd, rg, ro

	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
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<p>Week 1 (4 days) Text: The orchard book of Roman myths Purpose: To entertain Audience: Library Key vocabulary for the week:</p>	<p>L.O To know the story of Romulus and Remus</p>	<p>L.O To understand the features of a myth</p>	<p>L.O To retell a story Masks props and retell</p>	<p>L.O To text map a story L.O To develop vocabulary to retell a myth</p>				
<p>Week 2 Text: Purpose: To entertain Audience: Key vocabulary for the week:</p>		<p>L.O To edit to make sure the past tense has been used. Look at a retelling of the myth - children to blue pencil edit it to ensure the tense is consistent At the end of the lesson children to retell the story again to refresh.</p>		<p><u>L.O To draft a myth opener</u> <u>L.O To draft a myth middle</u> <u>L.O To draft a myth ending.</u></p>	<p><u>Built this into the end and start of each of the drafting lesson following the skills lesson on Monday.</u></p>	<p>L.O To publish my myth.</p>		
<p>Week 3 Text: Strictly no elephants Purpose: To entertain Audience: Y1/ Reception children Key vocabulary for the week</p>	<p>L.O To understand that books can teach a message about behaviour. Have the children ever read a story that has told you how to behave or not to behave? Reflect and discuss. Read the text and reflect on the message. How does it connect to our core values? Virtues? British Values? Protected Characteristics? Why is this book important for Reception/Y1 children to understand?</p>			<p><u>L.O To use a meeting to develop story ideas.</u> Meeting S&L strategy What key messages about the world do the children in Reception, Y1 need to learn about - just like in this text? How can we use animals to create a story to help them understand that some families have two mums or two dads (for example).</p>	<p><u>L.O To plan a story with a moral</u> Give the children a character - the elephant. This is your key character that is going to be left out. What is the moral of the story you are going to write (give the moral for all but GD writers). Plan together step by step. L.O To share ideas for a story with a moral. Word target activity to develop vocab. Fronted adverbial scaffolds. Then shared write.</p>	<p><u>L.O To add information to a shared write</u></p>		
<p>Week 4 Text: Purpose: To entertain Audience: Key vocabulary for the week</p>						<p><u>L.O To draft a story with a moral (2 lessons?)</u> In these 2 lessons, model the required skills to fill the gaps as identified on the assessment grids.</p>	<p><u>L.O To revise my story to ensure the moral is clear</u> Plan this lesson using AFL from the writing Explicitly teach ARM or S as required.</p>	<p><u>L.O To publish my children's book (2 lessons possibly)</u></p>

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							Ensure children are using dictionaries to correct their spellings	
<p>Week 5</p> <p>Text: Fantastic Mr Fox</p> <p>Purpose: To entertain (short burst writing)</p> <p>Audience:</p> <p>Key vocabulary for the week</p>	<p><u>L.O To understand characters</u></p> <p>Read up to bang- bang (slides 1-4)</p> <p>Word target words to describe Mr Fox.</p> <p>Short burst of writing to retell the events of the story.</p>			<p>Draw a story strategy (slides 5-7)</p> <p><u>L.O To draw a story</u></p> <p>Then modelled write using the tenses and sentence openers.</p> <p>Children to then write the story. (keep a word target to support writing next week)</p>	<p>L.O To plan a build-up.</p> <p>Watch the movie where the tractors come in,</p> <p>Children to text map a plan. Develop vocabulary together to describe the sounds and movement of the tractors.</p> <p>Shared write Then short burst write.</p> <p>(keep a word target to support writing next week)</p>	<p><u>L.O To punctuate speech correctly.</u></p> <p>Slide 10 (use resources in the file)</p> <p><u>L.O To write using the pst perfect tense.</u></p> <p>Watch the next part of the movie with Mr Badger</p> <p>Plan and write using past perfect tense. (keep a word target to support writing next week)</p>		
<p>Week 6</p> <p>Text:</p> <p>Purpose: To entertain</p> <p>Audience:</p> <p>Key vocabulary for the week</p>			<p>L.O To know how to use prepositions</p> <p>Teach prepositions then spag challenges</p> <p>The use slide 12 to describe the store.</p>	<p>L.O To plan writing following a meeting</p> <p>Teacher calls a meeting as Mr Fox (wear a mask as part of the role). Give the children animal masks to join in.</p> <p>How are you feeling? Why? Sequence the events together. What are we going to do to save ourselves?</p> <p>Come up with a plan together.</p> <p>Then watch the rest of the movie.</p>	<p>L.O To plan a short story</p> <p>Children to recount the events as Mr Fox</p> <p>Plan in 3 sections – beginning, middle and end.</p> <p>Plot in a setting description and a character description. Use word targets generated during this unit to support learning</p>	<p>L.O To write a short story.</p>		

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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.

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 -