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| **AUTUMN 1: YEAR 3**  **The Iron Man** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Diary  (Events of the day) |
| **READING LESSONS:** | ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS:** | * Written in the first person. E.g. First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile). * Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a con * Use of paragraphs to organise ideas. |
| **GRAMMAR FOCUS:** | Paragraphing  Tenses   * Past simple * Past continuous   *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can write neatly, legibly and accurately, usually maintaining a joined style. * Can begin to use paragraphs. * Can use adjectives and adverbs for description. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Character description  (The Iron Man/Hogarth) |
| **READING LESSONS:** | ***2b Retrieval***  Look for details that could be used to describe  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS:** | * Show not tell – describe a character’s emotions by showing the effect on their body e.g. a shiver shot up her spine. * Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to his classmates, but inside he had a strange sinking feeling. * Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages. * Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler. * A distinctive feature e.g. he always wore sunglasses even if it wasn’t sunny. * Know your character’s desire/wish or fear e.g. Gareth had always wanted a dragon even though they could be dangerous. * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John… they… the boys… * Show not tell – describe a character’s emotions using senses e.g. Her spine tingled. Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary – shadows loomed from the dark, finger like branches. * Select powerful, precise and wellchosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered. * Use personification e.g. even the sun seemed to beam with spring time excitement. * Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds. * Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong. * Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird. * Developed descriptions through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The haunted house…….It……..This terrifying place….In this creepy house…. |
| **GRAMMAR FOCUS:** | Adjectives and adverbs to describe  Use of pronouns  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use pronouns appropriately to avoid repetition of nouns. * Can develop and extend ideas logically in sequenced sentences. * Can use adjectives and adverbs for description |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Persuasive letter  (Hogarth to the farmers/Hogarth to scrapyard owner) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions * Use present perfect form of verbs e.g. people have said that this is the most amazing product because… |
| **GRAMMAR FOCUS:** | Conjunctions   * Subordinating conjunctions * (Ensure confident with co-ordinating conjunctions)   Tenses   * Simple present * Present perfect   *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can extend sentences using a wider range of conjunctions. * Can structure and organise work clearly. * Can adapt their chosen form to the audience. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Narrative  (Link to moral of the story which is bravery) |
| **READING LESSONS:** | ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)?   ***2e Prediction***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x? |
| **SKILLS:** | * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense, occasionally these are told in the present tense. * Events are sequenced to create chronological plots through the use of adverbials and prepositions. * Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… * Narratives use typical characters, settings and events whether imagined or real. * Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward. * Language choices help create realistic-sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc. * Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time * Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. * The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative. * Using prepositions e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on. * Present perfect form of verbs can be used within dialogue or a character’s thoughts, e.g. what has happened to us? What have you done? They have forgotten me… * Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. * Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. * Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. * Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. * Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… |
| **GRAMMAR FOCUS:** | Vocabulary   * Choosing synonyms * Word class identification * Adding adjectives/adverbs * Expanded noun phrases   Adverbs/adverbials to show time  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can structure and organise work clearly e.g. beginning, middle, end. * Can use adjectives and adverbs for description. * Can develop characters and describe settings, feelings and/or emotions. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Newspaper Report  (Needing the Iron Man to defeat the alien/discovery of giant footprints/destruction of farm machinery) |
| **READING LESSONS:** | ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS:** | * Use past and present tense as appropriate throughout writing. * Progressive forms of verbs e.g. the children were playing, I was hoping… * Conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings. * Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader. * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile). * Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter…. * Use of paragraphs to organise ideas |
| **GRAMMAR FOCUS:** | Punctuating speech   * Inverted commas * Separating speech and details   Prepositions  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can extend sentences using a wider range of conjunctions * Can begin to use paragraphs. * Can structure and organise work clearly (dialogue). |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Book review |
| **READING LESSONS:** | ***2g Author choice of words***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does the word 'x' tell you about 'y'? * Find two or three ways that the writer tells you 'x'. * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By writing a line in this way what effect has the author created? * In the story, 'x' is mentioned a lot. Why? * The writer uses words like … to describe …. What does this tell you about a character or setting? * What other words/phrases could the author have used? * The writer uses …words/phrases to describe … How does this make you feel? * What do you think the writer meant by… 'x'?   ***2f Meaning linked to information and events***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Explain why a character did something. * Explain a character's different/changing feelings throughout a story. How do you know? * What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? * What is similar/different about two characters? * Why is 'x' (character/setting/event) important in the story? * What is the story (theme) underneath the story? Does this story have a moral or a message? * Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? * How does the title/layout encourage you to read on/find information? |
| **SKILLS:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions * Use present perfect form of verbs e.g. people have said that this is the most amazing product because… |
| **GRAMMAR FOCUS:** | Fronted adverbials   * Time   + Place   + Manner   Word classification  (Recap of basics- nouns/adjectives/verbs/adverbs)  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can produce work which is organised, imaginative and clear * Can write neatly, legibly and accurately, maintaining a joined style. * Can spell unfamiliar polysyllabic words/ Year 3 words accurately |