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| **SUMMER 2: YEAR 3**  **HOW TO TRAIN YOUR DRAGON** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Diary |
| **READING LESSONS:** | ***2d Inference***  Base on character’s feelings around an event etc.  **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***  Look for details that could be used to describe the character  **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 progressive forms of verbs e.g. the children were playing, I was hoping… * Use 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:** | Prepositions  Co-ordinating conjunctions  *\*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 develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). * Can use pronouns appropriately to avoid the awkward repetition of nouns * Can develop characters and describe settings, feelings and/or emotions etc |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Persuasive letter |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/persuasive vocabulary  Context- What is it? How can we use it?  **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:** | * 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… * 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.) |
| **GRAMMAR FOCUS:** | Apostrophes for possession  Subordinating conjunctions  *\*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 to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well. * Can structure and organise work clearly e.g. beginning, middle, end; letter structure; dialogue structure. * Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context) |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Recount |
| **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?   ***2h Comparison***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Describe different characters' reactions to the same event in a story. * How is it similar to …? * How is it different to …? * Is it as good as …? * Which is better and why? * Compare and contrast different character/settings/themes in the text * What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? |
| **SKILLS LESSON:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * 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 conversation in diary or letter…. * Use of paragraphs to organise ideas |
| **GRAMMAR FOCUS:** | Time conjunctions  Punctuating direct speech  *\*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 link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) * Can adapt their chosen form to the audience e.g provide information, about characters or setting, make a series of points, use brackets for asides etc. * Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Narrative  (Focus on development of character) |
| **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)?   ***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 LESSON:** | * 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… * 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.) * 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. * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John… they… the boys… |
| **GRAMMAR FOCUS:** | Pronouns for cohesion  Punctuating direct speech  *\*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 (e.g simple opening and ending). * Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief). * Can use pronouns appropriately to avoid the awkward repetition of nouns. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Biography  (Cressida Cowell/A famous Viking/ A character) |
| **READING LESSONS:** | ***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?   ***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 LESSON:** | * 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 ... * Third person e.g. ‘they all shouted, she crept out, it looked like an animal of some kind.’ * 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 conversation in diary or letter…. * Use of paragraphs to organise ideas |
| **GRAMMAR FOCUS:** | Adverbs to express time  Subordinate clauses  *\*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 to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well. * Can adapt their chosen form to the audience e.g. provide information, about characters or setting, make a series of points, use brackets for asides etc. * Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually etc) |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Non-chronological report  (Dragons) |
| **READING LESSONS:** | ***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?   ***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 LESSON:** | * Use present tense and third person e.g. They like to build their nests….It’s a cold and dangerous place to live… * An opening statement, often a general classification (Sparrows are birds) * Express time, place and cause using conjunctions e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after… * Paragraphs, headings and subheadings used to aid presentation. * Ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. |
| **GRAMMAR FOCUS:** | Present tense- Present progressive  Determiners  *\*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 most punctuation accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas e.g. when, because, if, after, while, also, as well. * Can use generalising words for style (e.g. sometimes, never, always, often, mainly, mostly, generally etc.) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain, should win). |