

Year 3 Writing Overview

Year 3 Au1	STONES & BONES How to Wash a Woolly Mammoth - Michelle Robinson Stone Age Boy - Satoshi Kitamura	I do: Instructions for 'How to trap and/or tame a Dragon' We do: Instruction for 'How to trap and/or tame a Unicorn' You do: Children write instructions for 'How to trap and/or tame a woolly mammoth or sabre-tooth tiger'. Grammar teaching - Writing lists of what is needed -recapping use of commas and then turning these into bullet point lists. <i>E.g You will need a shovel, a net, a princess and a bucket of water.</i> Equipment: • <i>Shovel</i> • <i>Net</i> • <i>Princess</i> Grammar teaching - Recap expanded noun phrases to specify and put into bullet point lists. Include commas to separate adjectives in lists <i>E.g Equipment:</i> • <i>Heavy, steel shovel</i> • <i>Strong net</i> • <i>Innocent, unwashed princess</i> • <i>2 metre, wooden stake</i> Grammar teaching - Identify questions, exclamations and commands in shared instructions. Practice writing exclamations and rhetorical questions for modelled write. <i>E.g What an incredible sight! How beautiful the unicorn is! Don't panic!</i> <i>Do you want an unusual pet? Do you find it difficult to make human friends? Are you brave, caring and good with your hands?</i> Grammar teaching - Show children how to write and identify commands by use of the imperative verb. <i>E.g <u>Look</u> for glittering hoof prints to find the unicorn's habitat.</i> <i><u>Tie</u> the net to some trees and place sliced, rainbow carrots in front.</i> Grammar teaching - introduce adverbs for time and manner into commands. <i>E.g <u>Firstly</u>, look for glittery hoof prints</i> <i><u>Firmly</u> tie the net to some trees.</i> <i><u>Next</u>, place sliced, rainbow carrots in front of this.</i> Following the school trip to Butser Ancient Farm, children write a Recount of their trip to Butser . Grammar teaching - Recap fronted adverbials that show time <i>E.g <u>Once we arrived at Butser</u>, we went into the round house.</i> <i><u>After listening to the lady</u>, we split into groups and we learnt how to build a fence.</i>	Hodgeheg - Dick King Smith Fantastic Mr Fox - Roald Dahl George's Marvellous Medicine - Roald Dahl Dirty Beasts - Roald Dahl	
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Year3 Au2		I do: Acrostic Poem for POPPIES We do: (paired) Acrostic poem for PEACE Children to write an acrostic PEACE poem for remembrance following work on remembrance and WW1 trench life, etc. Grammar teaching: <i>Noun phrases expanded and use of similes</i> E.g Poppies grew like a sea of crimson. Empty battlefields, where soldiers once fought. https://www.stmarksprimary.net/wp-content/uploads/2020/03/Roald-Dahl-The-Enormous-Crocodile.pdf Children to rewrite the middle section narrative of the Enormous Crocodile where other animals try and persuade him to eat their chosen food. I do: a sad, slumbering sloth who eats grubby grubs from the gubgub trees We do: another made up or real animal, food and location You do: 3 other animals and foods. Grammar teaching: Using conjunctions, adverbs and prepositions to express time and cause. Alliteration and expanded noun phrases <i>E.g From the tallest branches of the gubgub tree, the sad, slumbering sloth slept. Suddenly, he was awoken by the stomp, stomp, stomp of the enormous crocodile. Slowly opening one eye and stretching, he began to creep down to the forest floor.</i> Grammar teaching: Using and punctuating direct speech. <i>E.g "Hello. Where are you off to today?" asked the slumbering sloth.</i> <i>"I'm going to fill my tummy with something yummy, yummy, yummy," snapped the very hungry enormous crocodile.</i> I do: Recipe to shrink the enormous crocodile. We do: Recipe to make a happy teacher You do: Recipe for own magical medicine for their own Children to write a set of instructions for their own chosen thing to happen, including made up ingredients and method. Grammar teaching: Recap expanded noun phrases and alliteration <i>E.g 2 ladles of fizz popping fruit</i>		

		<i>3 plump pineapples</i> <i>6 jugfuls of mouldy milk</i> <i>Extra hot chilli powder</i> Grammar teaching: Expressing time, place and cause using conjunctions, adverbs or prepositions. <i>E.g Firstly peel the plump pineapple and cut into chunks. Always wear plastic gloves because they are prickly.</i> <i>Next, gently whip the mouldy milk so it doesn't splash.</i> <i>Pour this over the pineapple and sprinkle with chilli powder to give it heat.</i> We do: The Scorpion You do: Give pictures to label and write for : a camel or a rhino or a chameleon or a platypus Using first 2 parts of The Scorpion from Dirty Beasts, children and teacher to label the scorpion and then write a character description about it. Children to label and write a character description about other animal/ dirty beast choice. Grammar teaching: Recap possessive apostrophes <i>E.g The rhino's horn is pointy and strong and used to pierce holes in cans of Sprite.</i> <i>The chameleon's scales are clever and bright.</i> Grammar teaching: choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. <i>E.g <u>The camel</u> trudges slowly across the <u>desert plains</u> on padded hooves. <u>He</u> huffs and puffs and grumps and blows hot air through his soft whiskery muzzle. <u>This humped, desert-taxi</u> carries people across the <u>hot sands</u>.</i>		
Year3 SP1	DRAGON SCALES & VIKING TALES Beowulf - Michael Morpurgo The Boy who Grew Dragons - Andy Shepherd George and the Dragon - legend	Grammar teaching: Using fronted adverbials and commas after these. Extending range of sentences with more than one clause using a range of conjunctions. Using a or an according to whether a word begins with a vowel or consonant. MAIN: Dragon on playground setting and character description using video clip. <i>E.g <u>From behind the clouds on the horizon</u>, the mysterious outline of <u>a strange creature</u> emerged. <u>Beating his heavy wings</u>, he circled the Spinnaker Tower <u>until he spotted St George's playground and field</u>. <u>In an instant</u>, the emerald, scaly monster turned <u>and began to soar downwards</u>. <u>An orange flame</u> leapt from his jaws <u>so the roof tops burnt like toast</u>.</i> Grammar teaching: Using inverted commas to punctuate direct speech. Expressing time, place and cause using adverbs, conjunctions and prepositions. Use of present perfect form of verbs MAIN: Beat the Monster narrative - alternative version of George and the Dragon I do : George and the Dragon	Krindlekrax - Philip Ridley There's a Viking in My Bed - Jeremy Strong Firebird - Saviour Pirotta	

		We do: Change round the setting so it is set in space with different characters and monster You do: Change round the setting so it is set under the sea with different characters and monster <i>E.g “The terrible robot of Cyborg has kidnapped the prince and we need someone to rescue him,” wept the king. Without a thought, the brave astronaut grabbed his techno laser, put on his silver space suit and set off in his rocket towards the <u>Cyborgs’ planet</u>.</i> Grammar teaching: Headings and subheadings to aid presentation. Use of present perfect form of verbs has gone). Extending sentences with more than one clause by using a wider range of conjunctions. Apostrophes for plural possession. MAIN: Dragon non chronological report I do: Non chron report on a unicorn We do: Non chron report on pegasus You do: Non chron on a dragon <i>E.g <u>Habitat:</u> Most unicorns prefer to live in wooded areas <u>so there is not only food but also protection from being spotted. However, they also need open grassy areas so they can gallop at top speed because they need to stay fit and supple. Unicorns’ dens are often found near flowing rivers because they are very clean creatures and like to wish regularly.</u></i>		
Year3 SP2		Grammar teaching: Using inverted commas for direct speech. Choosing nouns and pronouns for clarity, cohesion and to avoid repetition. Using conjunctions, prepositions and adverbs to express time and cause. MAIN: Setting and character description. https://www.youtube.com/watch?v=yB4s3nQtZqE Using beginning and end of clip to write description of Vikings on longboats and invading England. <i>E.g Dark clouds gathered <u>as</u> the terrifying army of longboats cut through the stormy waters. <u>Its curved, wooden sides were beaten by the violent waves as they grew bigger and bigger.</u> “Keep rowing!” ordered the <u>chief Viking.</u></i> Grammar teaching: Fronted adverbials and use of comma after these. Use of sub headings and bullet points to organise information. Imperative verb forms. Recap commands, questions, statements and exclamations. Using a or an according to whether a word begins with a vowel or consonant. MAIN: Instructions for an invader. I do: How to survive your first day in Year 3 (to another child) We do: How to rescue a princess and defeat a dragon (to a knight) You do: How to invade a country instruction (to a Viking invader) <i>E.g <u>Have you always wanted to explore the seas and discover new countries? Do you have a brave heart and strong muscles? Read the instructions below and you will be an incredible invader.....</u></i> <u>Method:</u>		

		<i><u>Chop</u> down a forest of trees and build <u>a navy</u> of longboats.</i> <i><u>For a month</u>, learn how to fight using <u>an enormous</u> sword and heavy shield.</i> Grammar teaching: Extending range of sentences with more than one clause by using a wider range of conjunctions. MAIN: Book review including recommends and reasons. I do: There's a Viking in my Bed You do/ paired: Krindlekrax <i>E.g My favourite character was Corky <u>because</u> he was always in a jolly mood and was very kind to children. He told Ruskin that there was a monster called Krindlekrax the crocodile lurking in the sewers. Corky used to work in the sewers <u>so</u> he knew about Krindlekrax <u>although</u> everyone on Lizard Street thought that Krindlekrax was an underground train and not a ferocious beast. Ruskin saved the day by making a truce with Krindlekrax to never surface again <u>if</u> his family continue to feed the crocodile all the leftovers.</i> Grammar teaching Expanded noun phrases, adjectives, figurative language including alliteration.. Apostrophes for possession MAIN: Poem about the firebird I do: Recipe for a wolf We do: Recipe for a firebird <i>E.g Take</i> <i>the rushing of a storm cloud,</i> <i>the growl of a dog in a corner</i> <i>and the song of a whale adrift</i> <i>for her voice.</i> <i>Take</i> <i>the shrug of drifting mist,</i> <i>a bonfire's smoke swirling</i> <i>and an old man's beard</i> <i>for her coat.</i> <i>Take,</i> <i>the strength of an elephant's tusk,</i> <i>the jagged tip of a rat's bite</i> <i>and a slice of slate</i> <i>for her teeth.</i> <i>Take,</i>		
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		<i>the speed of a squirrel's dash, the softness of a dove's feathers and the fire's fine ash for her eyes. Take, the stab from a heron's beak, the flick of a dolphin's tail and the strength of cement for her claws.</i>		
Year 3 Su1	CASTLES, CANONS & CROWNS	Grammar teaching: Present perfect instead of simple past. Prepositions. Adverbs to show time and place. MAIN: Children will write a text to explain what jousting is. I do: Explain what underwater hockey is We do: Explain what quidditch is You do: Explain what jousting is <i>E.g In Quidditch, two teams of seven players each compete to score points by throwing a ball called the Quaffle <u>through</u> the other team's three goal hoops. <u>When the referee has blown his whistle</u>, the players take flight on their broomsticks, an important piece of equipment that allows them to soar through the air.</i> Grammar teaching: Expressing time, place and cause using conjunctions. Types of sentences. Extending sentences by using a range of conjunctions. MAIN: Children will write an information text to advertise a visit to a Tudor castle I do: Advert to visit to Butser Ancient Farm. We do: Advert to visit the Mary Rose You do: Advert to visit a Tudor Castle <i>E.g Join us at our Tudor castle, where history comes alive and families create unforgettable memories. We offer exciting re-enactments so you can watch knights in shining armour as they engage in daring duels.</i> Grammar teaching: Fronted adverbials for time, place and manner. Commas after fronted adverbials. Use of inverted commas and other punctuation within direct speech. MAIN: Write a character and setting description of Henry VIII in the banqueting hall. I do: Description of Walter Raleigh on battlements of the Tower of London. We do: Description of Elizabeth I walking around the gardens of her palace. You do: Description of Henry VIII in a banqueting hall.	Iron Man - Ted Hughes My Friend Walter- Michael Morpurgo	

		<i>E.g In the midst of this splendid display, King Henry VIII sat upon his ornate throne, his robust figure draped in rich velvets and furs. Suddenly, with a booming voice that filled the hall, he exclaimed, "Bring forth the finest wine! We shall celebrate!"</i>		
Year 3 Su2		Grammar teaching: Choosing nouns and pronouns for clarity and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Headings and sub headings to aid presentation. MAIN: Write information page on Tudor times. I do: Information page about the Vikings We do: Section about Tudor monarchs You do: Other 3 sections for Tudors - could include - ships, castles, banquets, entertainment, famous explorers, sports <i>E.g The Vikings were a group of seafaring people from Scandinavia, known for their remarkable journeys and advanced shipbuilding skills. Between the 8th and 11th centuries, they travelled far and wide, reaching places like England, Ireland, and even North America.</i> Grammar teaching: Using inverted commas and other punctuation in direct speech. Fronted adverbials with commas. MAIN: First person narrative continued from a crew member of the Mary Rose. I do: First person narrative from a neighbour of the bakers in the Great Fire of London. We do: First person narrative setting sail on the Mary Rose You do: First person narrative on Mary Rose as sailing and as begins to sink <i>E.g As the mighty flagship's sails billowed, it picked up speed and the wind lashed our faces. I was so proud to be part of this incredible maiden voyage and couldn't wait to join the open seas. "All clear!" yelled the crewman from the top of the main mast.</i> Grammar teaching: Choosing nouns and pronouns for clarity and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Headings and sub headings to aid presentation. Apostrophes for possession Meet the Tudors - mini biography I do: Mini biography for Queen ELizabeth II We do: Mini biography for Taylor Swift You do: Mini biography of the Tudors <i>E.g Following Henry VIII's reign, his daughter, Mary I, became queen. Subsequently, Elizabeth I took over the throne, ruling from 1558 to 1603. Her reign is often referred to as the Elizabethan Era because it was a golden age for arts and exploration.</i>		

