

Autumn 2 OVERVIEW YEAR 3 – Writing

Term 1 Book(s) - The Lion, the Witch And the Wardrobe.	
Topic(s) – Writing an informal letter.	Guide Time = 3 weeks.
Assessment:	<p>Teacher assessment using the statutory end of year assessment grids as a guide. For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes • Some use of paragraphs to group related material • Selecting some vocabulary that fits the purpose of their writing • Some use of present perfect forms of verbs instead of simple past • Using some subordinating conjunctions to express time and cause, including: if, when, because, although • Using mostly correctly: capital letters, full stops
Links to prior learning (sequencing) and canon book	<p>In KS1 children are introduced to letter writing within the books that they read. In Year 2, children have written simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. They have practiced sequencing their ideas across a range of writing and identified connectives, thinking about how they are used to signal the passing of time.</p>
Links to other learning (cross fertilisation)	<p>In the Spring term, children will be reading the canon book 'The Lion, the Witch and the Wardrobe' within Reading for Purpose answering a range of retrieval, inference and vocabulary questions about events in the book. In Art, they will create scenes reminiscent of Narnia, using the work of Artist Simon Beck as</p>
<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • A letter is a written, typed or printed communication, typically sent in an envelope by post. • Features of an informal letter include: the sender's address, the date, an appropriate greeting, paragraphs around a theme, first person form, vocabulary that shows a chatty informal style and a complimentary close. • Informal writing is similar to spoken conversation. It may include slang, emotive punctuation, contractions and abbreviations. • 1st person is someone's own point of view e.g. I and we. • A subordinating conjunction is one that introduces a subordinating clause, e.g. although, because. This is contrasted with a coordinating conjunction. • A preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner'. • Chosen informal sentences should be appropriate to your chosen topic and recipient. • Throughout the introduction, reasons why you are writing should be made clear. • The second and third paragraph should add more detail and use short sentences with emotive punctuation and chatty language. • Signing off should be an appropriate informal phrase such as: See you soon, Take care, Hope to hear back from you. <p>Fat Questions: Are letters an old fashioned form of communication? Have letters from the past played a part in shaping our modern world? Are letters are still required in today's society?</p>	

	inspiration. In D&T, they will work as a team to design and create a sled that can be used in the snowy conditions of Narnia.	Which is better: a letter or an email? Are formal letters more important than informal letters?
Links to future learning	In Spring 2, children will write a formal letter based on the canon book, 'The Accidental Prime Minister', where they will utilise the skills learnt within this unit. Introduction to and embedding of writing techniques such as prepositions, conjunctions and first person will support writing development as they progress through KS2. Throughout upper school, they will use the language conventions and grammatical features practiced within this unit across a range of different writing styles.	
Character/Wider Development ('50 things', cultural capital, skills)	Opportunities to write and stamp an envelope and physically post a letter in the local post box. Opportunity to receive a letter back in the post. <u>Thematic Questions</u> The World Beyond Us Can you send a letter to the world beyond us? Modern Britain Have letters from the past played a part in shaping our modern world? Have modern advances caused the decline of letter writing? Healthy Bodies & Healthy Minds Does sending/ receiving letters or communication from others help our mental health? Would you enjoy sending/receiving a letter? The World Around Us Are letters important in the present world? Culture Is letter writing used across different cultures? Technology in Action Does the introduction of technology mean we no longer have a need for letter writing? Is an email the same as a letter?	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Phase 1: Hook lesson, reading and analysing.</p> <p>(suggested 2 lessons)</p>	<p>Hook for teaching sequence.</p> <p>Understand and identify the features of a letter.</p>	<p>Plan writing by discussing similar writing in order to understand and learn from its structure and vocabulary.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>WAGOLL</p> <p>Example</p> <p>Letter</p> <p>Informal</p> <p>Formal</p> <p>Features</p> <p>Similarities</p> <p>Difference</p> <p>Structure</p> <p>Vocabulary</p> <p>Key</p>	<p>GD: Have access to WAGOLLS that have more challenging vocabulary in them.</p> <p>Challenged to create their own key of features that appear in all the WAGOLLS before input from the teacher.</p> <p>SEND: Use just two WAGOLLS for comparison, with language and amount that is accessible for their reading ability.</p> <p>Use a colour-coded system</p>	<p>All letters are the same (formal and informal).</p> <p>A letter has to be very serious.</p> <p>You can only write a letter to somebody that you know.</p> <p>Letters are no longer used in modern society because of technology.</p>	<p>Hook- Teachers to create a 'Hook' for learning appropriate to their own class. Suggested content for informal letter is to write a letter from one of the characters while they are in Narnia, pulling descriptive writing techniques from Autumn 1.</p> <p>LO: Understand the structure of an informal letter. Use WAGOLLS to discuss what an informal letter is and to understand the structural features (e.g. address, date, greeting, paragraphing, concluding sentence, signing off) Children fill in an 'empty' informal letter with the correct structural labels.</p> <p>LO: Understand and identify the language features of an informal letter. Read several WAGOLL informal letters (range of contexts- WAGOLLS on Trust drive) identifying its key language features. (e.g. chatty vocab, conjunctions, prepositions, first person pronouns, tense) Create a colour coded key of features which can be used to help inspire their own informal letter writing. During this lesson, children should also be shown the difference between a formal and informal letter.</p> <p>Deepen the moment: Lena says, "You can only write an informal letter to somebody that you know." Do you agree with her? Justify your response.</p>

				<p>on a WAGOLL to help them easily identify the same feature across both WAGOLLs.</p> <p>Provide key word mats for reference.</p>		
<p>Phase 2: Practise of SPAG elements of informal letter writing. (Suggested 4/5 lessons)</p>	<p>Review, practise and consolidate elements of SPAG that appear within an informal letter such as tense, conjunctions and prepositions.</p>	<p>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Using conjunctions and prepositions to express time and cause.</p> <p>Using the present perfect form of verbs</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Tense</p> <p>Verb agreement</p> <p>Was/were</p> <p>Excerpt</p> <p>First person</p> <p>Pronouns</p> <p>Vocabulary</p> <p>Senses</p> <p>Conjunction</p> <p>Cause</p> <p>Effect</p>	<p>GD: Given challenging texts to read, scan and analyse to find incorrect use of verbs/ first person.</p> <p>Create their own conjunction sentences rather than adapted ones provided. (Higher level and wider range of conjunctions expected)</p> <p>Create own mind map when collecting</p>	<p>It doesn't matter whether you choose was or were as they both 'sound right'.</p> <p>Saying sentences out loud using incorrect tense/ verb agreement.</p> <p>All conjunctions mean the same thing.</p>	<p>NB: Suggested LOs that can be adapted by teachers making them appropriate to needs of their own class.</p> <p><u>LO: To use the correct verb agreement for was/ were.</u> Practise was and were. Edit a piece of writing using was and were incorrectly. This could be an excerpt taken from the book and adapted.</p> <p><u>LO: To understand and use 1st person pronouns.</u> Introduce first person pronouns. Edit a piece of writing (possible excerpt from book) and adapt to show first person.</p> <p><u>LO: To collect vocabulary to use within my informal letter.</u> Use senses and excerpts from the book to collect a range of vocabulary that can describe Narnia.</p> <p><u>LO: To use subordinating conjunctions.</u></p>

		in contrast to the past tense.	Preposition	<p>vocabulary – freedom of presentation.</p> <p>Thesaurus on table in order to up level vocabulary.</p> <p><u>SEND:</u> Cut up sentences where they can experiment with was and were to see which ‘fits best’.</p> <p>Word mats with simple conjunctions / prepositions. Children are given the sentence and must select the conjunctions/ preposition that fits.</p>		<p>Using vocabulary collected in previous lesson, write sentences based on Narnia using a range of cause and effect conjunctions.</p> <p><u>LO: use prepositions.</u> Using vocabulary collected in previous lesson, write sentences based on Narnia using a range of prepositions with a particular focus on using them to open sentences.</p> <p><u>Deepen the moment</u> Mattie has written a letter to his friend Libby who he met while on holiday last year. He ends the letter ‘Yours faithfully’. Has Mattie used the correct ending? Explain your answer.</p>
<u>Phase 3:</u> Plan and write.	To plan and write the first draft	Composing and rehearsing sentences orally, progressively	Y3/4 Statutory spelling list word mats	<u>GD:</u> Children plan directly into	Children can sometimes try to write a lot in one sitting if they are	<u>LO: To plan and write the first draft of my introduction including the address.</u>

<p>(suggested 3/4 lessons)</p>	<p>of an informal letter.</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p>	<p>Plan</p> <p>Draft</p> <p>Compose</p> <p>Rehearse</p> <p>Sequence</p> <p>Paragraphing</p> <p>Structure</p>	<p>their books, using self-selected organisational features including bullet points and subheadings.</p> <p>While most of class focus on one SPAG element during writing sessions, GD should use all of the features practised. Self-assessment grids provided to encourage this.</p> <p><u>SEND:</u> Writing frames provided to support organisation on page.</p> <p>Address and greeting provided so SEND just focus on sentence writing.</p>	<p>excited about their ideas, but the quality can lessen the more they write. Encourage children to aim for quality over quantity.</p> <p>Repetition of the same ideas across different paragraphs.</p>	<p><u>LO: To plan and write the first draft of my second paragraph.</u></p> <p><u>LO: To plan and write the first draft of my third paragraph.</u></p> <p>Use planning frames to organise ideas collected in previous lessons. Each lesson has a plan-write sequence to allow children to pace themselves and focus on quality not quantity. (Suggestion – each writing session can focus on a SPAG element that has been practised e.g. conjunctions, prepositions and tense) Use a variety of shared write techniques and modelling processes to demonstrate WAGOLL at each stage of writing.</p> <p><u>Deepen the moment:</u> Sara is unsure whether to use her own address at the top of her informal letter or the address of the person she is sending it to. Explain which she should use and why.</p>
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				Take part in a shared write with the teacher for the first 3 sentences to help initiate their writing and provide ideas.		
<p>Phase 4: Edit and improve (suggested 1/2 lessons)</p>	<p>To edit and improve my informal letter.</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Improve</p> <p>Edit</p> <p>Draft</p> <p>Alternative</p> <p>Appropriate</p> <p>Effective</p> <p>Analyse</p> <p>Evaluate</p> <p>Strengths</p> <p>Weaknesses</p> <p>.</p>	<p>GD: Create their own assessment criteria check lists to use when checking their work.</p> <p>Act as 'teacher' for LA children, marking and up levelling their work.</p> <p>SEND: Ensure that SEND children spent a suitable amount of time editing 'the basics' – sentence structure and</p>	<p>First drafts should be perfect.</p> <p>There are no further improvements that can be made to their work.</p>	<p>LO: To edit and improve my informal letter.</p> <p>Using a variety of peer coaching to edit and improve their informal letter (At this stage focus on punctuation, spelling of key words and correct use of skills taught throughout sequence of learning).</p> <p>Deepen the moment: Develop your informal letter writing skills by applying it to a different stimulus (provide a scenario for children to write a letter for, such as a pen pal or a friend who has moved to a different town).</p>

		and volume so that the meaning is clear		<p>basic SPAG elements.</p> <p>Provide scaffolding prompts to help with this such as a SPAG reminder resource.</p> <p>Copy examples from children's books and work as a group to find the areas for improvement.</p>		
<p>Phase 5: Publishing and presenting.</p> <p>(Suggested 2 lessons)</p>	<p>To write the final draft of my informal letter.</p> <p>To publish my work.</p>	<p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Presentation</p> <p>Publish</p> <p>Handwriting</p> <p>Cursive</p>	<p>GD: Select their own way of publishing- a book format, or using a computer to type as possible examples.</p> <p>SEND: Ensure correct letter formation, modelling where needed.</p>	<p>Copying original mistakes without taking account of edits and improvements they have made.</p> <p>Losing focus as they believe they can't make any mistakes as they are only presenting.</p> <p>Lack of handwriting focus the more they write.</p>	<p><u>LO: To write the final draft of my informal letter.</u></p> <p><u>LO: To write the final draft of my informal letter. (publishing books)</u></p> <p>Write the final draft after reading their shoulder partners and checking for a final time for any mistakes.</p>

				Provide alphabet for letter formation.		
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Context (big picture learning):

In the modern world, E-mail has overtaken the letter as the usual way to send information, news, or a longer message to someone. Fewer and fewer letters are sent every year. For children it is important to understand the craft of letter writing. Letter writing lets us work on many areas of writing: grammar, style, structure and allows for authenticity to shine through. During this unit, Children will use the reading canon book, *The Lion, the Witch and the Wardrobe*, as a basis to write an informal letter using a variety of writing techniques including first person pronouns, prepositions and conjunctions. They will put themselves in the shoes of character from the book (set in the 1940s; a key era of letter writing) and have the opportunity to understand and value the importance of sending and receiving a letter.

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 - The Lion, the Witch and The Wardrobe > English)

Key Vocabulary

Letter- a written, typed, or printed communication, sent in an envelope by post.

Stamp- The main purpose of postage stamps is to provide an evidence that the customer paid for postal services (sending a letter/package).

Recipient - a person or thing that receives something.

Formal- serious and official

Informal- personal and everyday language

Greeting- a polite word or sign of welcome or recognition.

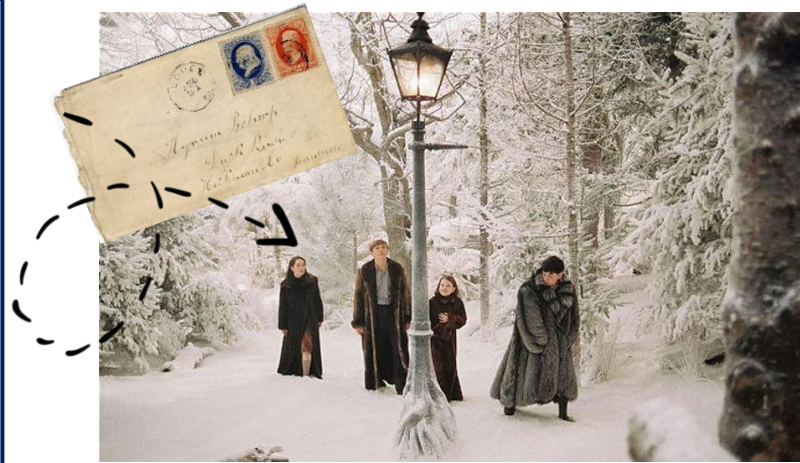
Complimentary close- words such as "Sincerely" or phrases such as "Best wishes" that conventionally appears before the sender's signature or name at the end of a letter, email, or similar text.

Spoken communication- the use of speech for informal exchange of views or ideas or information.

Learning intent

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Fewer and fewer letters are sent every year. It is important to understand the craft of letter writing. Letter writing lets us work on many areas of writing: grammar, style, structure and allows for authenticity to shine through. During this unit, you will use the reading canon book, *The Lion, the Witch and the Wardrobe*, as a basis to write an informal letter using a variety of writing techniques including first person pronouns, prepositions and conjunctions. You will put yourselves in the shoes of character from the book (set in the 1940s; a key era of letter writing) and have the opportunity to understand and value the importance of sending and receiving a letter.



Fat Questions

Are letters an old fashioned form of communication?

Have letters from the past played a part in shaping our modern world?

Are letters are still required in today's society?

Which is better: a letter or an email?

Are formal letters more important than informal letters?

VIPs

- A letter is a written, typed or printed communication, typically sent in an envelope by post.
- Features of an informal letter include: the sender's address, the date, an appropriate greeting, paragraphs around a theme, first person form, vocabulary that shows a chatty informal style and a complimentary close.
- Informal writing is similar to spoken conversation. It may include slang, emotive punctuation, contractions and abbreviations.
- 1st person is someone's own point of view e.g. I and we.
- A subordinating conjunction is one that introduces a subordinating clause, e.g. although, because.
- A preposition is a word governing a noun or pronoun and showing a relation to another word in the clause, such as in 'the man on the platform', and 'she arrived after dinner'.
- Chosen informal sentences should be appropriate to your chosen topic and recipient.
- Throughout the introduction, reasons why you are writing should be made clear.
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