

## SUMMER TERM 1 OVERVIEW YEAR 3 – Writing

### Summer Term Book - The Iron Man- Technology in Action

Topic – Writing an adventure narrative.		Guide Time = 3 weeks.
<b>Assessment:</b>	<p>Teacher assessment using the statutory end of year assessment grids as a guide, alongside the National Curriculum.</p> <p>For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes</li> <li>• Some use of paragraphs to group related material</li> <li>• Selecting some vocabulary that fits the purpose of their writing</li> <li>• Some use of present perfect forms of verbs instead of simple past</li> <li>• Using some subordinating conjunctions to express time and cause, including: if, when, because, although</li> <li>• Using mostly correctly: capital letters, full stops</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• A narrative includes the following language features; fronted adverbials, use the correct present and past verb forms, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, metaphors, similes, alliteration.</li> <li>• Cohesive devices include conjunctions, connectives and pronouns and these devices are used to link the writing using the same verb tense throughout.</li> <li>• A narrative refers to the story being told.</li> <li>• Features of a narrative include; character description, setting description and a clear beginning, middle and end.</li> <li>• Physical appearance refers to the looks of something.</li> <li>• Personality refers to the characteristics and qualities of a person.</li> <li>• An adjective is a word describing an attribute of a noun. .</li> <li>• An adverb is a word that modifies an adjective or verb (in relation to time, manner or place).</li> <li>• A simile is the comparison of one thing with another e.g. "As brave as a lion."</li> <li>• Effective setting description uses appropriate language to describe what can be seen, heard, felt, the weather and the time of day.</li> </ul> <p><b>Fat Question:</b>            Could the vocabulary that an author chooses completely change your opinion on a character?</p> <p><b>End point:</b>            To write an adventure narrative with reference to the Iron Man.</p>
<b>Links to prior learning (sequencing) and canon book</b>	<p>Children will have written narratives in previous years, so this unit will build on children's existing knowledge and understanding of story structures and writing.</p> <p>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>	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will be reading the canon book 'The Iron Man' during Reading for Purpose lessons, when they will answer a range of retrieval, inference and vocabulary questions.</p> <p>Across all of our curriculum subjects, learning will cross-fertilised where appropriate:</p> <p>In DT and Art, they will understand and use mechanical systems in their products.</p> <p>In Music, children will be using different instruments to create different sounds.</p> <p>In Geography and History, children will be able to locate counties and cities of the United Kingdom, geographical regions and</p>	

	<p>identify human and physical characteristics, key topographical features (<b>including hills, mountains, coasts and rivers</b>) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>In PSHE, the focus will be based on having healthy relationships and building friendships through differences.</p> <p><b><u>Thematic Questions:</u></b></p> <p><u>The World Beyond Us:</u>      How have stories of the creation of the world (Big Bang vs The Bible) influenced our understanding of life on Earth and Beyond?</p> <p><u>Modern Britain:</u>      How have stories changed over time? How do people use stories to tell history?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u>      How can stories help us with our health? How have stories influenced your health?</p> <p><u>The World Around Us:</u>      How can we use stories to express ourselves?</p> <p><u>Culture:</u>      Are some narratives founded on culture?</p> <p><u>Technology in Action:</u>      How can we use computers to make stories more exciting?</p>	
<p><b>Links to future learning</b></p>	<p>Children will continue to develop and embed writing techniques such as different tenses, pronouns, fronted adverbial, prepositions, conjunctions and first person, which will support their writing development as they progress through UKS2.</p> <p>Throughout Year 3, children should start to incorporate language features that help to impact and interest the reader. This can be achieved through effectively choosing ambitious and effective vocabulary and increasing knowledge based on letter writing structures and layout. This will be built upon throughout UKS2.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4,</p>	

	<p>pupils should be taught to enhance the effectiveness of their writing as well as their competence. Throughout Upper Key Stage Two, children will use the language conventions and grammatical features practiced within this unit, across a range of different writing styles and continue to successfully describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Evidence shows that reading a range of fiction texts improves our vocabulary, which can be applied in not only writing but also to enhance speaking and listening.</p> <p>Children will gain a deeper understanding of how different authors have different styles of writing and approaches for specific purposes SLS library service can provide a range of fiction and non-fictions books to supplement the children's learning.</p> <p>Children may have the opportunity to speak with a local author.</p> <p>They could tweet questions to famous authors to help them with their writing.</p> <p>Another possible visit is to the coast, to allow children to understand the setting for 'The Iron Man'.</p> <p>Each schools' '50 things' document can be applied here, which is personal to their school.</p>	

## 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><b>Phase 1:</b> Features of a narrative.  (2 lessons)</p> <p>Children will be reading, analysing and understanding the structure of a narrative.</p> <p>They will also make comparisons between different narratives.</p>	<p>LO: To identify and understand the structural features of an adventure narrative.</p> <p>LO: To identify and understand the language features included in an adventure narrative.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p><b>GD:</b> To identify a range of features independently, across two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 3 child. Explain, with evidence, what makes some narratives more effective than others do.</p> <p><b>SEND:</b> Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text. Focus on one text, to fully understand the structure and features. Opportunity for group work to allow discussion to lead this work.</p>	<p><b>Children may think:</b></p> <p>All stories have a happy ending.</p> <p>All stories have the same theme (e.g. adventure).</p> <p>All stories need to be written in third person.</p> <p>An effective story has to be pages long.</p>	<p><b>LO: To identify and understand the structural features of an adventure narrative</b></p> <p>Include reading and identifying the structural features as a recap. Focus on the structure first, and then the language features. WAGOLs of narratives must be used to ensure children understand this type of text.</p> <p>Read two WAGOLs and discuss what they notice about the narratives, compared to a not so perfect narrative and a perfect one. How do they differ? Model identifying the features to ensure children understand them and the expectation of analysing the narrative. What is the tone of the narrative? What are they describing? What do they notice about the structure of the narrative?</p> <ul style="list-style-type: none"> <li>A narrative includes the following structural features; paragraphs, title, introducing a setting, character, problem and how the issue is resolved.</li> </ul> <p>What do the children know/notice about the language/grammatical features?</p> <ul style="list-style-type: none"> <li>A narrative includes the following language features; fronted adverbials, use the correct present and past verb forms, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, suffix words, prefix words.</li> </ul>

		<p>spelling in a dictionary.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			<p>Based on discussions and AfL, Class teacher to model and explain the identification of these features in one WAGOLL. Look in detail at the key features of a narrative.</p> <p>An activity could include children identifying the features in a WAGOLL and show examples of the features they have found. This can be highlighted in their books. Cross referencing from one text to another to show a range of examples under the same feature. Differentiate the texts accordingly linked to ability.</p> <p><b><u>Deepen the moment</u></b>        Why is it important that a story follows a detailed and planned structure?</p> <p><b>LO: To identify and understand the language features included in an adventure narrative.</b></p> <p>Look at a two narratives. Compare the WAGOLLs and explore the effectiveness of a well-written narrative. Children critique the examples texts – this would be a good opportunity for them to work in small groups / a partner to carry out their critique and support their understanding.</p> <p>CT will then take feedback and discuss the effective texts; modelling key reasons as to what makes them effective?</p> <p>Write about which narrative is the most and least effective explaining why.</p> <p>After whole-class discussions, children are to write-up their discussions.</p> <p>Children are to explain what makes a good narrative and why.</p> <p>Provide children with a WABOLL text and make further comparisons as to how effective this is in comparison to the others.</p>
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						<b>Deepen the moment...</b> What do powerful verbs and adjectives bring to adventure writing?
<b>Phase 2:</b> Features of a setting and character description.  (2 lessons)  Children will understand the elements of a narrative including the setting and character description.	LO: To understand and identify the features of a setting description.	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact	<b>GD:</b> To identify a range of features independently, across two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 3 child.  Explain, with evidence, what makes some setting descriptions more effective than others do.  Begin writing setting description independently.  <b>SEND:</b> Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text.	<b>Children may think:</b>  Character and setting description is just one paragraph isolated. (As opposed to be subtly integrated throughout the narrative).  A character description is just about how a character looks.  A setting description is just what can be seen.	<b>LO: To understand and identify the features of a setting description.</b>  Show an example of a setting description. What features can they identify? Explain the importance of enticing the reader and how all language choices must be carefully chosen to heighten interest. Children to look at two setting descriptions and identify the main features in their books. They will then discuss the most effective and least effective with a description about why. Children will identify the effectiveness of the structure and language used and how it makes it more interesting to read.  <b>Deepen the moment...</b> <i>The classroom was quiet. Chairs were tucked under and all children had left the building. It was time to go home.</i> Using what you have learnt so far about setting descriptions, up-level this description.

				Focus on one text, to fully understand the structure and features. Opportunity for group work to allow discussion to lead to beginning to write their own setting description.		
	<p>LO: To understand and identify the features of a character description.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its</p>	<p>Y3/4</p> <p>Statutory</p> <p>Spellings</p> <p>Adjective</p> <p>Adverb</p> <p>Appearance</p> <p>Character</p> <p>Expanded</p> <p>Noun Phrase</p> <p>Narrative</p> <p>Personality</p> <p>Plot</p> <p>Sequence</p> <p>Setting</p> <p>Simile</p> <p>Personality</p> <p>Appearance</p> <p>Introduction</p> <p>Build up</p> <p>Tension</p> <p>Dilemma</p> <p>Resolution</p> <p>Ending</p> <p>Impact</p>	<p><b>GD</b></p> <p>To identify a range of features independently, across a two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 3 child.</p> <p>Explain, with evidence, what makes some character descriptions more effective than others. Begin writing character description independently.</p> <p><b>SEND:</b></p> <p>Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text.</p> <p>Focus on one text, to fully understand the structure and features.</p>	<p><b>Children may think:</b></p> <p>Character and setting description is just one paragraph isolated. (As opposed to be subtly integrated throughout the narrative).</p> <p>A character description is just about how a character looks.</p> <p>A setting description is just what can be seen.</p>	<p><b>LO: To understand and identify the features of a character description.</b></p> <p>Show an example of a character description. What features can they identify?</p> <p>Explain the importance of enticing the reader and how all language choices must be carefully chosen to heighten interest.</p> <p>Children to look at two character descriptions and identify the main features in their books.</p> <p>They will then discuss the most effective and least effective with a description about why.</p> <p>Children will identify the effectiveness of the sentences and language used and how it makes it more interesting to read.</p> <p><b>Deepen the moment...</b></p> <p>Why are character descriptions important in crime investigations?</p>



		spelling in a dictionary.		Opportunity for group work to allow discussion to lead to beginning to write their own character description.		
<p><b>Phase 3:</b> (SPaG) (4 lessons)</p> <p>Children will be exposed to the main grammatical techniques that will support their story writing.</p>	<p><b>LO:</b> To successfully use capital letters, full stops and commas in a list.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Y3/4</p> <p>Statutory Spellings</p> <p>Adjective</p> <p>Adverb</p> <p>Appearance</p> <p>Character</p> <p>Expanded Noun Phrase</p> <p>Narrative</p> <p>Personality</p> <p>Plot</p> <p>Sequence</p> <p>Setting</p> <p>Simile</p> <p>Personality</p> <p>Appearance</p> <p>Introduction</p> <p>Build up</p> <p>Tension</p> <p>Dilemma</p> <p>Resolution</p> <p>Ending</p> <p>Impact</p>	<p><b>GD:</b></p> <p>To identify the importance of varied punctuation independently, across a two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 3 child.</p> <p>Explain, with evidence, what makes a narrative more effective through the use of varied punctuation.</p> <p>Have a go at writing their own paragraph around a theme including varied punctuation.</p> <p><b>SEND</b></p> <p>Focus on one set of punctuation and understand its importance in a narrative.</p> <p>Provide some options of effectiveness and a text without punctuation to guide them in the right direction.</p>	<p><b>Children may think that:</b></p> <p>Proper nouns do not need capital letters.</p> <p>Common nouns do need capital letters.</p> <p>You need a comma before your 'and' in a list.</p>	<p><b>LO: To successfully use capital letters, full stops and commas in a list.</b></p> <p>Look at a two narratives one with correct punctuation and one without. Compare the WAGOLLS and explore the effectiveness of a well-written narrative that includes varied punctuation.</p> <p>Children critique the examples texts – this would be a good opportunity for them to work in small groups / a partner to carry out their critique and support their understanding.</p> <p>CT will then take feedback and discuss the effective text; modelling key reasons as to what makes it more effective using varied punctuation and how it effects the fluency.</p> <p>Children are to write a short extract with varied punctuation to show their understanding of the importance.</p> <p>Provide children with a WABOLL text and make further comparisons as to how effective this is in comparison to the others.</p> <p><b>Deepen the moment...</b></p> <p>What would writing be like without punctuation?</p>



<p>LO: To identify and understand the importance of adverbs in writing.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Y3/4          Statutory          Spellings          Adjective          Adverb          Appearance          Character          Expanded          Noun Phrase          Narrative          Personality          Plot          Sequence          Setting          Simile          Personality          Appearance          Introduction          Build up          Tension          Dilemma          Resolution          Ending          Impact</p>	<p><b>GD:</b>          To independently identify adverbs in a text. To then up-level sentences using adverbs. Children then independently write their own sentences including adverbs linked to their writing. Children to then go through their setting description, adding adverbs.</p> <p><b>SEND:</b>          Focus a few sentences and identify adverbs as a group. Provide 'fill the gap' exercises to allow them to think of adverbs. Children to input adverbs into certain sentences in their work.</p>	<p><b>Children may think that:</b></p> <p>All adverbs end in 'ly'.</p> <p>Adverbs are always at the start of a sentence.</p> <p>An adverb is a doing word.</p>	<p><b>LO: To identify and understand the importance of adverbs in writing.</b></p> <p>Class teacher to provide children with sentences that include adverbs to understand the use of adverbs. Class teacher to model how to insert adverbs into writing. Go back through the setting description the children began to write and edit using what they have learnt.</p> <p><b>Deepen the moment...</b>  <i>I sat down on my chair. I lifted up my pencil and began writing. The girl sat next to me was swinging on her chair which made me nervous.</i></p> <p>Using this extract, insert appropriate adverbs to make it more specific and descriptive.</p>
<p>L.O: To use and identify similes in writing.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and</p>	<p>Y3/4          Statutory          Spellings          Adjective          Adverb          Appearance          Character</p>	<p><b>GD:</b>          To independently identify the difference in effectiveness when adding a simile to a description. To understand the</p>	<p><b>Children may think:</b></p> <p>That simies are any sentence with the words 'like' or 'as' in.</p>	<p><b>L.O: To use and identify similes in writing</b></p> <p>Children to recap what a simile is and how to identify them. Class teacher to provide an extract with similes and without to show comparison. Class teacher to model how to identify this feature.</p>

		<p>an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>effectiveness of similes in character descriptions. Explain, with evidence, what makes character descriptions more effective by including similes. Edit character description independently.</p> <p><b>SEND:</b> Focus on a few sentences and understand why similes are effective. Provide sentences for SEND to edit or 'fill the gaps' and include this language feature. Ask them to edit a few of their sentences used in character description.</p>	<p>They may not choose appropriate nouns to compare.</p>	<p>Children then encouraged to create their own sentences using similes.</p> <p><b>Deepen the moment...</b>  <i>Sitting in the car, full of excitement, I peered through the window and saw animals as far as the eye could see!</i>  <i>There was a cheetah, leaping through the grass and a giraffe as tall as a Double Decker bus, reaching into the trees for its breakfast.</i></p> <p>Identify the similes in this short extract and continue it with your own ideas.</p>
	<p>LO: To understand the importance of paragraphs in an adventure narrative.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile</p>	<p><b>GD:</b> To identify the importance of paragraphs independently, across a two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 3 child. Explain, with evidence, what makes a narrative more effective through the use of paragraphs.</p>	<p><b>Children may think:</b></p> <p>That you don't need paragraphs in a narrative.</p> <p>Paragraphs are split up by every sentence.</p> <p>They may struggle to identify the theme of each paragraph.</p>	<p><b>LO: To understand the importance of paragraphs in an adventure narrative.</b></p> <p>Look at a two narratives one with paragraphs and one without. Compare the WAGOLLs and explore the effectiveness of a well-written narrative that includes paragraphs. Children critique the examples texts – this would be a good opportunity for them to work in small groups / a partner to carry out their critique and support their understanding. Class teacher will then take feedback and discuss the effective text; modelling key reasons as to what makes it more effective using paragraphs.</p>

		<p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>Have a go at writing their own paragraphs around a theme.</p> <p><b>SEND</b> Focus on one set of paragraphs and understand their importance in a narrative. Provide some options of effectiveness and a text without paragraphs to guide them in the right direction.</p>		<p>Write about why the narrative with paragraphs is the most effective. After whole-class discussions, children are to write-up their discussions.</p> <p>Children are to write a short extract with paragraphs to show their understanding of the importance.</p> <p>Provide children with a WABOLL text and make further comparisons as to how effective this is in comparison to the others.</p> <p><b>Deepen the moment...</b> Why are paragraphs important in other text types such as an explanation text or news report?</p>
<p><b>Phase 3:</b> Plan and write.</p> <p>Children will begin to plan and draft their narrative using their learning from the previous lessons.</p> <p>(5 lessons)</p>	<p>To plan the sequence of my narrative.</p> <p>To write the first paragraph of my narrative.</p> <p>To write the second paragraph of my narrative.</p> <p>To write the third paragraph of my narrative.</p> <p>To write the final paragraph of my narrative.</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending</p>	<p><b>GD:</b> Children ensure they have achieved all of the identified features. GD peer coaching to challenge and improve each other's plans.</p> <p>Children will ensure their writing includes a range of sentence types including subordinate clauses, to aid the cohesion in their writing.</p> <p><b>SEND:</b> Children use word banks to support them.</p> <p>Possible use of small group planning to enable discussion of ideas as support.</p>	<p><b>Children may think:</b></p> <p>You need to write full sentences for a plan.</p> <p>Planning doesn't need much thought or time put into it.</p> <p>You have to stick to your plan without adapting/evolving when coming to writing the first draft.</p>	<p><b>To plan the sequence of my narrative.</b> Re-cap children's learning so far including new grammatically learning. Using a template, briefly plan the first, second, third and final paragraph of their story using a story mountain and including key vocabulary for each section. Create a word bank of expanded noun phrases, adjectives and fronted adverbials.</p> <p><b>To write the first paragraph of my narrative.</b> Re-cap day one in the WAGOLL text that the children have previously unpicked during this unit. Discuss what makes the introduction effective. Write the first draft following steps to success focusing on setting and character description and engaging the reader with specific vocabulary.</p> <p><b>To write the second paragraph of my narrative.</b> Re-cap day two in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance of keeping the reader interested by using the technique of creating suspense. Write the first draft following steps to success focusing on creating tension/suspense.</p>

		of sentence structures. Organising paragraphs around a theme.	Impact			<p><b><u>To write the third paragraph of my narrative.</u></b>          Re-cap day three in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance 'resolution' section of the story mountain. Write the first draft following steps to success.</p> <p>Modelling and addressing misconceptions will occur throughout all lessons to support the children's understanding and demonstrate expectations.</p> <p><b><u>To write the final paragraph of my narrative.</u></b>          Re-cap day three in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance of the ending to a story. Will you leave it on a cliff hanger? Discuss the impact this will have on the reader. Write the first draft following steps to success.</p> <p>Modelling and addressing misconceptions will occur throughout all lessons to support the children's understanding and demonstrate expectations.</p> <p><b><u>Deepen the moment:</u></b>          I don't need to complete a plan because I know what I want to write. Do you agree with this statement? Explain your answer in full.</p> <p>Planning can be a useful tool as it allows you to reflect on your ideas. Do you agree? Justify your answer.</p>
<p><b><u>Phase 4:</u></b>          Edit and improve.</p> <p>Children will edit and improve their work ensuring that they are not editing in</p>	To edit each paragraph of my narrative.	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	Y3/4 Statutory spelling list word mats.  Improve Edit Alternative	<p><b><u>GD:</u></b>          Children expected to use resources such as word banks, dictionaries and thesaurus to improve their own vocabulary.</p> <p><b><u>SEND:</u></b></p>	<p><b>Children may think that:</b></p> <p>Editing means that I can make my work untidy.</p>	<p><b><u>LO: To edit each paragraph of my narrative.</u></b>          Class teacher to model how to edit effectively, using the editing stations and addressing the difference between editing and improving.          Using the editing stations, edit each paragraph using a variety of peer coaching, adult support and available resources.</p>

<p>mistakes. Lots of peer coaching and adult support.</p> <p>(3 lessons)</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>Appropriate Effective Analyse Evaluate Strengths Weaknesses Peer check Self-check</p>	<p>Ensure that SEND children spend a suitable amount of time editing 'the basics' such as full stops, capital letters using adjectives and conjunctions.</p>	<p>Proof reading means reading through my work quickly.</p>	<p><b><u>Deepen the moment:</u></b> The more punctuation you put in the better your writing will read. Do you agree? Justify your answer..</p>
<p><b><u>Phase 5:</u></b> Publishing and presenting.</p> <p>Children will write their final piece into their publishing book ensuring they focus on SPaG and handwriting.</p> <p>(2 lessons)</p>	<p>To write the final draft of my narrative.</p>	<p>Read their own writing aloud, to a peer, adult or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Presentation Handwriting Cursive Self-assess Peer assess Edit Amendments</p>	<p><b><u>GD:</u></b> Continue to edit and improve their writing as publishing. Children should be able to spot any final mistakes or up level vocabulary before starting their final draft.</p> <p><b><u>SEND:</u></b> Ensure correct letter formation and pre-cursive handwriting. Adults and peers to check edited work before starting on final draft.</p>	<p>Capital letters can be joined to lowercase letters.</p> <p>Handwriting can be of any size.</p> <p>Letters can be as close together as I want.</p> <p>I don't need to check my work because I have already edited it.</p>	<p><b><u>To write the final draft of my narrative.</u></b> Write the final draft after self-checking and peer-checking success criteria has been met and mistakes have been rectified.</p> <p>Use cursive style handwriting to publish writing.</p> <p><b><u>Deepen the moment:</u></b> When completing your final draft, you do not need to read it before writing because you have already editing it. Do you agree with this statement? Justify your answer.</p>

		quality of their handwriting				
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**Context (big picture learning):**

Children will use the reading canon book, The Iron Man as a basis to write an adventure narrative using a variety of language features. Children will learn the key features of what makes an adventure narrative effective through comparing a narratives. Children will be able to identify features that are used effectively including structural and language features. They will then go on to learn / recap important SPaG lessons to help with their writing. Next, they will be able to use this knowledge to plan a narrative through pictorial story mountains and normal plans before going on to write an adventure narrative. Children will use their editing and redrafting skills to check they have included all of the correct structural and grammatical features. They will use this vital part of the writing to up level their work before going onto the final phase of publishing and presenting. The importance behind this learning is to help children understand the concept of narrative writing and how important it is to be as descriptive as possible.

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 - The Iron Man> English**



**Fat Question**

Could the vocabulary that an author chooses completely change your opinion on a character?

**Key Vocabulary**

- Adjective** – describes a noun
- Adverb** – describes a verb
- Appearance** – what a person looks like
- Character** – a made-up person in a story
- Expanded noun phrase** – tells you more about a noun
- Narrative** – a story
- Personality** – the character and nature of a person
- Plot** – the main events of a narrative (what happens)
- Sequence** – the order events in a narrative take place
- Setting** – the location in which a story takes place
- Simile** – used to describe something by comparing it to something else
- Structure** – the overall layout of a story



**Adventure Story**



It was just an ordinary day...

The rain began to pour...

When it was all over...

As the day drew to a close...

Suddenly...

After the rain...

The next day...

Without warning...

abandoned	alarmed	ancient	awful
bizarre	bold	bravely	chilling
creature	crumbling	dangerous	darkness
disastrous	discover	disturbing	eerie
enemy	escape	evil	familiar
furiously	glorious	hero	magical
perilous	rapidly	shadowy	splendid
sturdy	swooped	terrifying	weird
bestly	conscious	determined	enchanted



frightened

mysterious

strange

wicked

after	because	who	bellowed	boomed	laughed	stuttered
before	if	whose	mumbled	muttered	replied	whispered
	while	which	roared	screamed	shrieked	yelled
	when	since				

**Character**

**Name** - Does it match their job?

**Description:** Use exciting vocabulary to describe your character.

**Personality:** Can you show their personality through their actions?

**Dilemma**

Create an emergency or disaster so you can include lots of action! How do your characters act? What is happening?

**Conjunctions & Adverbials**

Use these conjunctions and adverbials at the start and in the middle of your sentences.

however, while, although, also, besides, after, as well as, even though, then, eventually, despite, next, finally, at last.

**Build-Up**

Action building up to the problem. Getting to know the characters.

**Resolution**

Beginning to solve the problem. Has your character changed during the story or learnt anything new?

**Opening**

Describe the setting and main characters.

**Closing**

The problem has been solved! How do your characters feel?



**Write Your Own Adventure Story**

**VIPs**

- A narrative includes the following language features; fronted adverbials, use the correct present and past verb forms, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, metaphors, similes, alliteration.
- Cohesive devices include conjunctions, connectives and pronouns and these devices are used to link the writing using the same verb tense throughout.
- A narrative refers to the story being told.
- Features of a narrative include; character description, setting description and a clear beginning, middle and end.
- Physical appearance refers to the looks of something.
- Personality refers to the characteristics and qualities of a person.
- An adjective is a word describing an attribute of a noun.
- An adverb is a word that modifies an adjective or verb (in relation to time, manner or place).
- A simile is the comparison of one thing with another e.g. "As brave as a lion."
- Effective setting description uses appropriate language to describe what can be seen, heard, felt, the weather and the time of day.

**Learning intent**

Writing, reading and responding to stories helps us to understand more about the world. They bring new perspectives and are vital for our growth and development as a person. As writers, we will use The Iron Man as a basis for writing a well-developed and exciting adventure narrative using a variety of techniques including adjectives, expanded noun phrases, similes and adverbs.