

## SUMMER 1 TERM 3 OVERVIEW YEAR 3 – Writing

### Spring Term 2 Book - The Iron Man

Topic – Instructions		Guide Time = 2 weeks
<b>Assessment:</b>	<p>Teacher assessment using the end of year statutory assessment grids as a guide, alongside the National Curriculum. For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> <li>• Writing 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>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Using some subordinating conjunctions to express time and cause, including: if, when, because, although</li> <li>• Using capital letters and full stops, mostly correctly.</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Instructions tell us how to do something</li> <li>• There are many different types of instructions, including: recipes, directions, how to play a game, how to build something, how to repair something, and how to look after something.</li> <li>• Instructions start with a brief introductory paragraph to explain what the end result will be.</li> <li>• Features of a set of instructions include: an introductory paragraph, use headings and subheadings, a list of equipment/items needed, steps in chronological order, imperative verbs, bullet points or numbers to separate steps, adverbs to show time, concluding sentence.</li> <li>• Chronological order is listing, describing, or discussing when events happened as they relate to time.</li> <li>• Verbs are words which describe an action, occurrence or state.</li> <li>• Imperative (bossy) verbs tell you what to do.</li> <li>• An adverb is used to describe how, what, when, where and why a verb happens.</li> </ul> <p><b>Fat Questions:</b></p> <p>Could you explain to someone how to do something if instructions did not exist?</p> <p>Is it easier to learn something by following instructions or working it out independently?</p> <p><b>End point</b></p>
<b>Links to prior learning (sequencing) and canon book</b>	<p>In KS1, children are introduced to writing simple instructions. Children will have the basic skills to put steps in chronological order and orally produce a set of simple instructions. This knowledge will be built on by enhancing their language skills and creating more detailed instructions. In Summer 1 term, the children will be reading the canon book 'The Iron Man', this will be used as the basis of the instruction writing. Children will create a paper model of the main character the Iron Man and write instructions on how to do this.</p> <p>This unit will also build on skills introduced in Year 2:</p>	

	<ul style="list-style-type: none"> <li>- Being able to write effectively and coherently for different purpose.</li> <li>- make simple additions, revisions and proof-reading corrections to their own writing.</li> <li>- using a variety of different punctuation currently.</li> <li>- to write simple instructions in order.</li> </ul>	<p>Children will be able to write a set on instructions to create their own paper Iron Man model.</p>
<b>Links to other learning (cross fertilisation)</b>	<p>In the Summer 1 term, children will be reading the canon book 'The Iron Man' within Reading for Purpose lessons; answering a range of retrieval, inference and vocabulary questions about events in the book.</p> <p>In History, they will learn about the Anglo-Saxons and connections can be made with the instructions they were given in battle. In Geography, children will learn about rivers. Children can discuss how people use maps to give directions which are a type of instruction. In Computing, they will continue to learn about coding using the program Scratch. Children often need to follow instructions when coding, these instructions can be discussed and reviewed to see if they could be improved or take away any tips from the instructions.</p> <p><b><u>Thematic Questions:</u></b></p> <p><u>The World Beyond Us</u>      If you had to teach a being from another planet to do something, with a clear language barrier, could you use non-verbal instructions?</p> <p><u>Modern Britain</u>      Are recipe books an old-fashioned method of following instructions?</p> <p><u>Healthy Bodies &amp; Healthy Minds</u>      Does it make you feel at ease following instructions or do you feel better when you are freer to explore your own methods?</p> <p><u>The World Around Us</u>      Are instructions important when building something?</p> <p><u>Culture</u>      Do you think we are the only nation to use instructions?</p> <p><u>Technology in Action</u></p>	

	What technological devices can you think of that use clear instructions.	
Links to future learning	Throughout this sequence of learning children will build on their knowledge of non-fiction writing. This will help develop the skills needed in UKS2 when they will right more in-depth sets of instructions and other non-fiction pieces of writing.	
Character/Wider Development ('50 things', cultural capital, skills)	This sequence of learning will provide children with the essential skills needed to follow and create instructions. This topic could also tie in with Carleton Park's 50 things: <ul style="list-style-type: none"> <li>➤ Plant it, grow it, eat it</li> <li>➤ Become a chocolatier</li> </ul>	

## 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
<b>Phase 1:</b> (1 lesson)  Reading and Analysing	To understand and identify the structural and language features of a set of instructions	<b>Reading Comprehension:</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Using dictionaries to check the meaning of words that they have read. Discussing words and phrases that	WAGOLL  Instructions  Chronological Order  Features  Similarities  Difference  Structure  Vocabulary  Key	<b>GD:</b> Children are provided with texts which use more advanced vocabulary.  <b>SEND:</b> One WAGOLL which uses language suited to the child's ability.  Children are provided with	Instructions need to be lengthy - in fact they are better if they are more precise.  Instructions are only used to make something.	<b>LO: To identify features of instructions</b> Using two or three WAGOLLs, allow the children to have an opportunity to identify the structural and language features independently. Feedback and discuss; CT to identify any structural features children may have missed and address any misconceptions through modelling. Provide the pupils with the language features used in instructions. Pupils highlight these within a WAGOLL and create a key. Discuss their purpose and why they are features of a set of instructions, building on prior learning.  <b>Deepen the moment...</b>

		<p>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><b><u>Composition</u></b></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p>		<p>the features of instructions and they have to identify these in the instructions provided.</p> <p>Provide key word mats for reference.</p>		<p>If instructions were written in one paragraph instead of in steps do you think it would be as effective?</p>
<p><b><u>Phase 2:</u></b>          (Suggested 4 lessons)          Practise of SPAG elements of formal letter writing.</p>	<p>Review, practise and consolidate elements of SPAG that appear within a set on instructions including chronological order, imperative</p>	<p><b><u>Grammar</u></b></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>Order</p> <p>Sequence</p> <p>Chronological</p> <p>Noun</p> <p>Verb</p>	<p><b><u>GD:</u></b> Children are to manipulate a range of sentence structures to create cohesive detailed sentences in chronological</p>	<p>Children may struggle to put sentences in order without adverbials of time.</p> <p>Children may not read the</p>	<p><i>NB: Suggested LOs that can be adapted by teachers to make them appropriate to the needs of their own class.</i></p> <p><b><u>LO: To understand chronological order</u></b></p> <p>CT model chronological order with children, identify different ways of ensuring events are in chronological order. CT to explain you can often find out the order of events by reading the sentences. Encourage</p>

	verbs and conjunctions.	<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	Sequence	<p>order. Their sentences should be varied to show their depth of understanding whilst keeping it in chronological order.</p> <p><b>SEND:</b> Children provided with basic sentences and word mats available.</p>	<p>information clearly which will lead to the facts becoming out of order.</p>	<p>children to order events based on the reading canon book independently and with support.</p> <p><b>Deepen the moment...</b> "You can follow the steps of instructions in any order and will still get the same result" Do you agree/disagree. Explain your reasoning.</p>
<b>Phase 2:SPAG focus</b>	To use imperative verbs	<p><b>Grammar</b></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 the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion</p>	<p>Imperative verbs</p> <p>Verb</p> <p>Noun</p> <p>Adverbs</p> <p>Fronted adverbial</p> <p>Adverb of time</p>	<p><b>GD:</b> Children will use more advanced vocabulary and write a greater number of steps to their instructions.</p> <p><b>SEND</b> Children will underline imperative verbs in a text with the help of a word bank.</p>	<p>When you use a 'bossy' verb it may be rude.</p> <p>Imperative verbs can only come at the start of a sentence.</p>	<p><b>LO: To use imperative verbs</b></p> <p>Children will begin with reviewing basic verbs. This can then be followed by CT explaining that imperative verbs are 'bossy' verbs which tell someone what to do. Pupils will read a text and identify the imperative verbs. Pupils will then verbally practise using imperative verbs with their partner. They will have sufficient thinking time first in order to create higher order sentences. Children will write a set of instructions for their partner to follow using a selection on imperative verbs.</p> <p><b>Deepen the moment...</b> Imperative verbs are known as 'bossy' verbs. Do you think that means you are being rude if you use them? Explain your answer.</p>

		<p>and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>				
<p><b>Phase 2: SPAG focus</b></p>	<p>To use adverbs to express time</p>	<p><b>Grammar</b></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 the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Imperative verbs</p> <p>Verb</p> <p>Noun</p> <p>Adverbs</p> <p>Fronted adverbial</p> <p>Adverb of time</p>	<p><b>GD:</b></p> <p>Children will identify and use a variety of adverbs not only modifying verbs but adjectives, other adverbs and pronouns.</p> <p><b>SEND:</b></p> <p>Children will order sentences which have been scaffolded by the CT. They will choose appropriate adverbs to add to the sentence using a word bank.</p>	<p>All adverbs end in 'ly'.</p> <p>Adverbs only describe verbs.</p>	<p><b>LO: To use adverbs to express time</b></p> <p>Children will review their knowledge of verbs and distinguish between verbs and adverbs potentially by a mini quiz. Children will read basic sentences including a verb and discuss suitable adverbs they could use to enhance the sentence – This could be taught through role play.</p> <p>Building on their knowledge of chronological order children will list a series of events (either from the canon book or from topic chosen by CT) ensuring they use appropriate adverbs of time to start their sentences.</p> <p><b>Deepen the moment...</b></p> <p>Why is it important to start a sentence with an adverb of time when writing instructions?</p>

	To consolidate any specific SPAG objectives suited to your cohort.					<p><b><u>LO: Consolidation lesson</u></b></p> <p>Consolidation lesson (if needed) – teacher to choose appropriate SPAG objective based on specific needs / areas for development for their own class, linked to the purpose of their formal letter.</p> <p><b><u>Deepen the moment...</u></b></p> <p>“Instructions have to be lengthy with lots of detail and a variety of rich vocabulary.” Do you agree with this statement?</p>
<p><b>Phase 3:</b> Plan and write.  (suggested 3/4 lessons)</p>	To plan the first draft of a set of instructions	<p><b><u>Composition</u></b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Organising paragraphs around a theme.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and</p>	<p>Plan</p> <p>Draft</p> <p>Compose</p> <p>Rehearse</p> <p>Sequence</p> <p>Paragraphing</p> <p>Structure</p>	<p><b><u>GD:</u></b> Pupils encouraged to explore different possibilities of how to create their paper model. Little guidance and emphasis on discovery-based approach.</p> <p><b><u>SEND:</u></b> Guidance provided for each step. Children helped with trickier steps</p>	<p>When planning you need to write full sentences and paragraphs.</p> <p>That they need to write the paragraphs as they will be in the final piece.</p>	<p>Provide a ‘hook lesson’ to engage and immerse the children into their independent writing.</p> <p><b><u>LO: Created by teacher</u></b></p> <p>CT to create an appropriate hook for learning suitable for their class, based on the purpose of writing a set of instructions linked to the reading canon book. Suggested content – children to write a set of instructions to create a paper model of the Iron Man. In this lesson class can make their paper models and dissect each step, taking notes as they go to remember how to create the model.</p> <p><b><u>LO: To plan a set on instructions</u></b></p> <p>Use planning frames to assist with the structure of the plan. Allow plenty of discussion time. Children must be able to exhibit a clear understanding of each step they must take before they are ready to write it down.</p>

		rich vocabulary and an increasing range of sentence structures.		and pointed in the right direction for the other steps.  Planning frames provided with explicit guidance.		Discuss and recall building the model in the previous lesson. CT to model and provide initial ideas of the planning of the instructions to give children clear guidance / structure of expectations.  <b>Deepen the moment...</b> <i>"I can plan instructions without trying the method myself first"</i> Do you agree with this statement.
<b>Phase 3:</b> Plan and write.	To write a set of instructions	<b>Composition</b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas  Organising paragraphs around a theme.  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range	Compose Rehearse Sequence Paragraphing Structure Presentation	<b>GD:</b>  <b>SEND:</b>	Children copying straight from the planning without making into full sentences.  Children may copy from WAGOLs or straight from working walls without considering what they are writing.	<b>LO: To write a set of instructions</b> Teachers should use a variety of shared write techniques and modelling processes and provide a demonstrated WAGOLL at each stage of writing. The writing session can focus on a SPAG element that has been practised e.g. conjunctions, prepositions and tense. CT will pick appropriate SPAG element and identify specific techniques linked to the purpose of the instructions.  <b>Deepen the moment...</b> Do you think it would be appropriate to add direct speech in to a set of instructions? Explain your answer.

		<p>of sentence structures.</p> <p><b>Handwriting</b>          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.</p>				
<p><b>Phase 4:</b>          Edit and improve (suggested 1/2 lessons)</p>	<p>To edit and improve my instructions.</p>	<p><b>Composition</b>          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>Proof read for spelling and punctuation errors read their own</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><b>GD:</b>          Using a differentiated features check list, check they have included all of the expected features.</p> <p>Encourage children to check their language choice and build on this – is there an alternative else they could use to improve their writing.</p>	<p>First drafts should be perfect.</p> <p>There are no further improvements that can be made to their work.</p> <p>Children cannot explain and recognise the difference between editing and improving.</p>	<p><b>LO: To edit and improve instructions</b>          Using a variety of peer coaching to edit their instructions.          At this stage focus on punctuation, spelling of key words and correct use of grammatical skills taught, throughout the sequence of learning.          Children will read their work carefully and try to find errors independently. They will also correct the mistakes marked by the teacher.          CT to model and explain how to edit their work accurately.          Provide 'self-editing stations' / activity prompts to support them in their editing of each area.          Once children are confident with the editing process, they will then examine their writing, using a range of peer-coaching and independent skills to improve their writing, using a 'features checklist' to support them: for example, selected vocabulary.</p>

		<p>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><b>SEND:</b> Ensure that SEND children spent a suitable amount of time editing 'the basics' – sentence structure and 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>CT to model and explain how to improve their work accurately.</p> <p>A range of vocabulary prompts / dictionaries / thesaurus' can be used to support this stage.</p> <p><b>Deepen the moment...</b> Sarah thinks 'My work is perfect, there is nothing I need to change.' What can Sarah look for in her work to adapt it and make it even better?</p>
<p><b>Phase 5:</b> Publishing and presenting.</p>	<p>To write the final draft of my instructions.</p> <p>To publish my work.</p>	<p><b>Handwriting</b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>Presentation</p> <p>Publish</p> <p>Handwriting</p> <p>Cursive</p>	<p><b>GD:</b> GD children could have the opportunity to draw a relevant illustration or diagram at</p>	<p>Copying original mistakes without taking account of edits and improvements they have made.</p>	<p><b>LO: To write the final draft of my instructions</b> Children will write the final draft of their instructions, after reading their shoulder partners. They will check their instructions a final time for any mistakes. Children will use their neatest handwriting and take extra care when copying from their draft. Children must make sure they do not copy any mistakes on to their final piece.</p>

		<p>another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting</p>		<p>each step of their instructions.</p> <p><b>SEND:</b> Ensure correct letter formation modelling is given, where needed.</p> <p>Provide alphabet for letter formation.</p> <p>Explore different ways children can publish their work i.e. use of a computer.</p>	<p>Losing focus as they believe they can't make any mistakes as they are only copying.</p> <p>Lack of handwriting focus the more they write.</p>	<p>CT to model and provide clear guidance / support on this, where necessary.</p> <p><b><u>Deepen the moment...</u></b></p> <p>What do you think the benefit would be of adding pictures to each step of instructions?</p>
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**Context (big picture learning):**

Instructions are used in many aspects of daily life. Children will encounter instructions on a regular basis, for example when playing games, learning a recipe, making a model and following directions. It is vital that children learn the skills needed not only to read and interpret instructions but to understand the process of creating reliable and precise instructions. By using the canon book, The Iron Man, children will create a paper model of the main character the Iron Man by following the method of their class teacher. Once they have created their own model they will dissect the steps and create their own set of instructions. The children will learn the key structural and language features of a set of instructions and use these to create their own reliable instructions to make a paper model. The skills they gain from this unit of writing will help them in the future when writing recipes, giving directions and various other instruction-based activities.

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



## VIPs

- Instructions tell us how to do something
- There are many different types of instructions, including: recipes, directions, how to play a game, how to build something, how to repair something, and how to look after something.
- Instructions start with a brief introductory paragraph to explain what the end result will be.
- Features of a set of instructions include: an introductory paragraph, use headings and subheadings, a list of equipment/items needed, steps in chronological order, imperative verbs, bullet points or numbers to separate steps, adverbs to show time, concluding sentence.
- Chronological order is listing, describing, or discussing when events happened as they relate to time.
- Verbs are words which describe an action, occurrence or state.
- Imperative (bossy) verbs tell you what to do.
- An adverb is used to describe how, what, when, where and why a verb happens.

## Year 3 Writing Knowledge Organiser (Instructions)

### Fat Questions

Could you explain to someone how to do something if instructions did not exist?

Is it easier to learn something by following instructions or working it out independently?



Ted Hughes  
the Iron  
man



### Features of Instructions

- ❖ an introductory paragraph use headings and subheadings
- ❖ a list of equipment/items needed
- ❖ steps in chronological order
- ❖ imperative verbs
- ❖ bullet points or numbers to separate steps
- ❖ adverbs to show time

### Key Vocabulary

**Instructions** – detailed information about how something should be done.

**Heading** – a title at the head of a page.

**Subheading** – a heading given to a subsection of a piece of writing.

**Steps** – a series of actions taken in order to achieve a particular thing.

**Model** – a 3D representation of a person or thing.

**Rotate** – move an object in a circle round an axis or centre.

**Bend** – to shape something in to a curve.

**Score** – a notch or line cut or scratched into a surface.

**Equipment** – the necessary items for a particular purpose.

**Method** – a way of doing something by following a definite plan.

**Attach** – to join or fasten something to something else.

### Learning intent

Instructions are used in many aspects of daily life. Children will encounter instructions on a regular basis, for example when playing games, learning a recipe, making a model and following directions. It is vital that children learn the skills needed not only to read and interpret instructions but to understand the process of creating reliable and precise instructions. By using the canon book, The Iron Man, children will create a paper model of the main character the Iron Man by following the method of their class teacher. Once they have created their own model they will dissect the steps and create their own set of instructions

### Instructions

# Instructions

Instructions are a step-by-step guide that explains to us how to do or make something. An instruction can be written or spoken.

