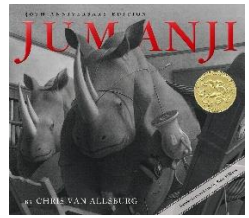


English MTP- Writing





Year: 3 **Term: Summer 1** **Focus text: Jumanji**

National Curriculum objectives:

Writing composition

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
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Spelling objectives:

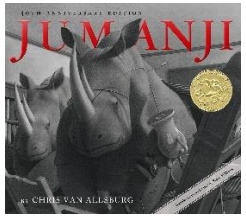
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Prior Knowledge:

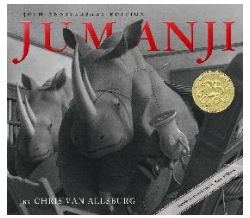
- Children can write for a range of purposes, including narratives, instructions, recounts and persuasive texts.
- Children can organise their writing into paragraphs around a theme.
- Children can use a wider range of conjunctions, including when, before, after, while, because, although and if.
- Children can use expanded noun phrases to add detail and description.
- Children can use fronted adverbials to show when, where or how something happened.
- Children can punctuate fronted adverbials with a comma.
- Children can use direct speech with increasing accuracy.
- Children can use the correct tense consistently throughout a piece of writing.
- Children can choose ambitious vocabulary to create effect for the reader.
- Children can describe characters, settings and events using powerful adjectives and verbs.
- Children can proofread their work for spelling, punctuation and grammar errors.
- Children can edit their writing to improve vocabulary and sentence structure.
- Children can use commas in lists and after fronted adverbials.

Key vocabulary:

adventure, jungle, mysterious, magical, board game, danger, explore, discover, challenge, excitement, stampede, rhinoceros, elephant, lion, monkey, python, vines, rainforest, wilderness, survival, escape, chaos, roar, charge, chase, trembling, startled, frightened, brave, daring, determined, curious, unexpected, obstacle, peril, teamwork, problem-solving, imagination, prediction, consequences, journey, wild, tropical, untamed, rescue, suspense, panic, astonished, puzzled, victorious.

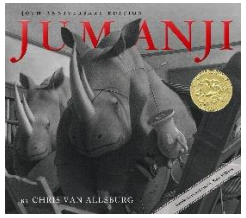


English MTP- Writing



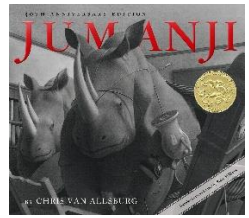
Year: 3 Term: Summer 1 Focus text: Jumanji

• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <u>Vocabulary, grammar and punctuation</u> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		• Children can use apostrophes to show possession and contraction. • Children can use dictionaries to check spellings and meanings. • Children can use joined handwriting that is legible and consistent. • Children can plan their writing by discussing ideas and recording key vocabulary. • Children can evaluate their own and others' writing and suggest improvements. • Children can use a range of sentence types to engage the reader. • Children can select appropriate language and structure for the intended audience and purpose.	



English MTP- Writing

Year: 3 **Term: Summer 1** **Focus text: Jumanji**



	Unit 1	Unit 2	Unit 3
Writing focus	• Instructions for playing the game.	• Narrative – short piece about one of the things that happens during the game.	• Non-chronological report about a new creature from Jumanji
SPaG focus	• Apostrophes for possession • Collective nouns • Expanded noun phrases	• Inverted commas • Adverbials of time • Apostrophes for possesion	• Time adverbials • Subordinating conjunctions • Commas • Apostrophes for contraction • Apostrophes for possession • Expanded noun phrases
Spelling focus	**Suffix words –less and –ness.** endless, angriness, penniless, mindless, darkness, kindness **Common exception words** quarter, question, recent, regular, reign, remember, sentence, separate, special, straight	**Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que** tongue, unique, fatigue, vague, plague. **Common exception words** strange, strength, suppose, surprise, therefore, though, thought, through, various, weight	**Silent letters 'kn' and 'wr'** Knot, know, knock, wrong, wrap, wreck. **Common exception words** woman, women, accident, accidentally, actual, actually, address, although, answer, appear