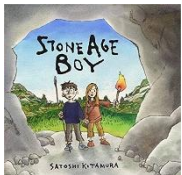
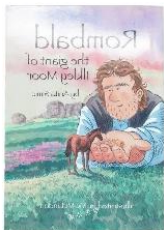
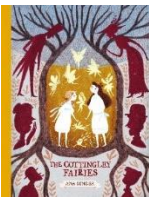
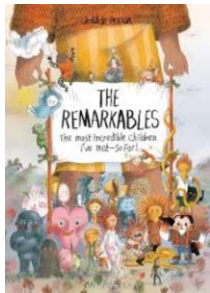
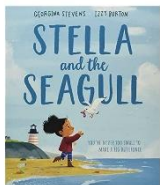

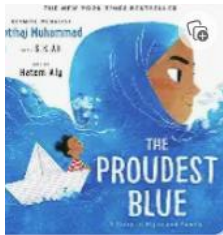
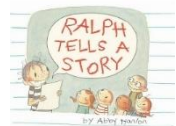
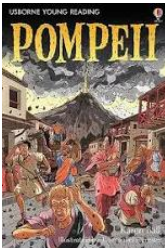
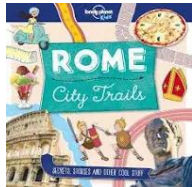
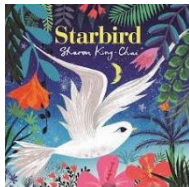











Y3 English

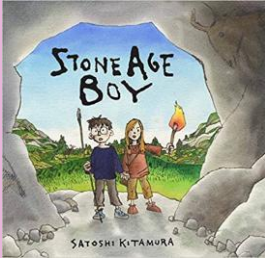




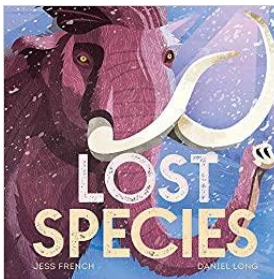

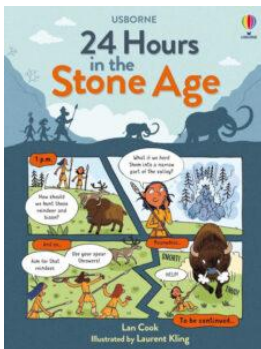

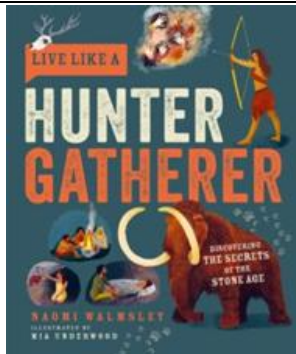
Units Overview

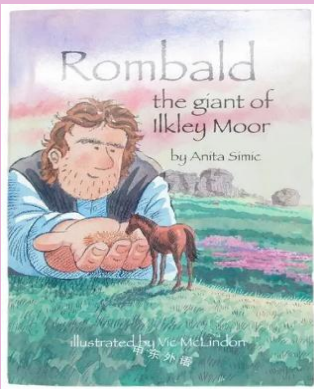






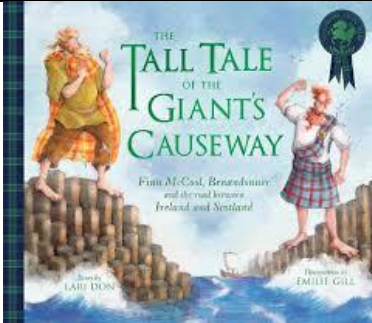
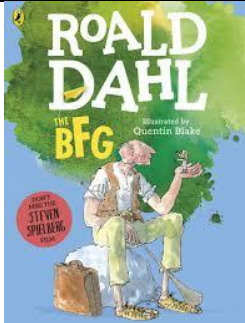
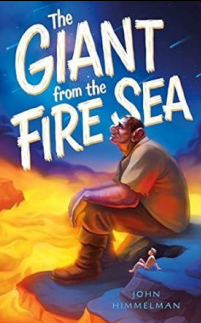
Medium Term Plans

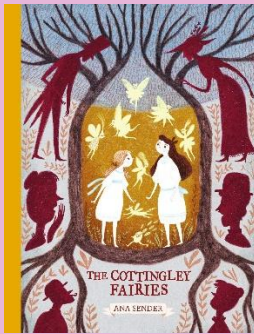







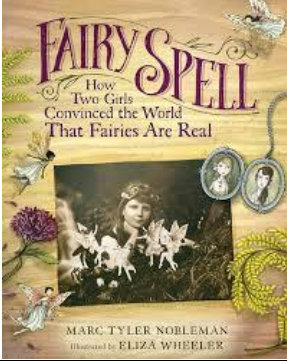
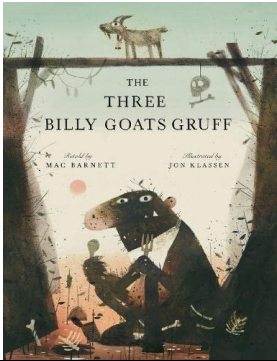
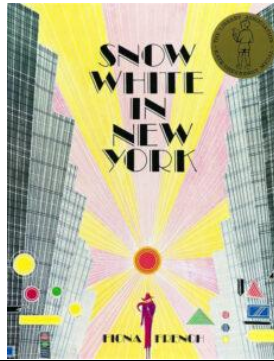
	Autumn			Spring				Summer		
Core Text	Stone Age Boy by Satoshi Kitamura  Writing to entertain: Narrative	Rombald the Giant of Ilkley Moor by Anita Simic  Writing to entertain: adventure	The Cottingley Fairies by Ana Sender  Writing to entertain: Fairy story	The Remarkables by Clotilde Perrin 	Stella and the Seagull by Georgina Stevens and Izzy Burton 	Alice's Adventures in Wonderland by Jeanne Willis & Ross Collins  Writing to entertain: Narrative (setting and dialogue)	The Proudest Blue by Ibtihaj Muhammad and S. K. Ali  And Ralph Tells a Story by Abby Hanlon 	Pompeii by Karen Ball  Writing to inform: Report (newspaper)	City Trails Rome by Lonely Planet Kids  Writing to persuade: Blogs about Rome	Starbird by Sharon King-Chai  Writing to entertain: Narrative
Purpose	 ENTERTAIN: Narrative	 ENTERTAIN: Narrative	 ENTERTAIN: Narrative (fairy story)	 INFORM: Non chronological report	 PERSUADE: writing a speech	 ENTERTAIN: Narrative		 INFORM: Newspaper report	 PERSUADE: Travel blogs	 ENTERTAIN: Narrative

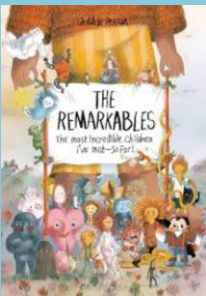





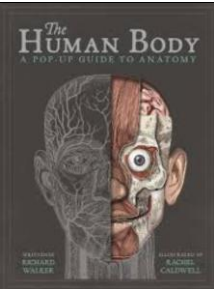
Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.	Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices] <ul style="list-style-type: none"> • <u>Statutory objectives (within the National Curriculum) are listed in this way</u> – bold, purple and underlined • New objectives (introduced within current year group) are listed in black 			<u>Statutory terminology from Appendix 2 of the National Curriculum are listed in this way</u> – bold, purple and underlined






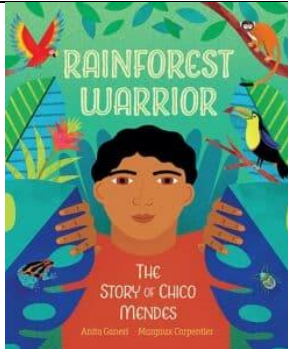

All objectives covered within each Year 3 unit are listed within this document. Please see the key below to understand how the objectives are presented:







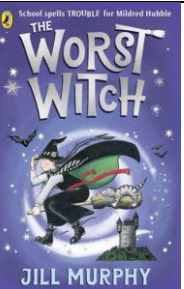
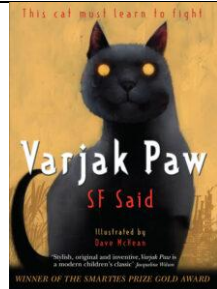
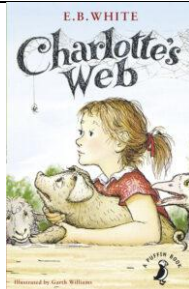
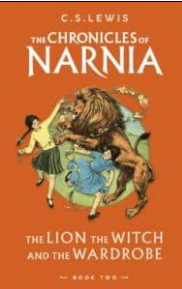
<div></div> <div><div></div><div>Purpose: Entertain</div></div> <div>Adventure story</div> <div>Stone Age Boy <i>by Satoshi Kitamura</i></div> <div>hfl-mini rabbit not lost</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p> <p>As well as plot and character, stories take place somewhere and this is called a setting.</p>	<p>Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p> <p>Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)</p>	<p>Including <u>adjectives</u> to describe a noun (<u>expanded noun phrases</u>) helps the reader to create a more specific picture in their mind</p> <p>Writers <u>join sentences together with other coordinating conjunctions including and, or, but</u> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can <u>also join sentences together with subordinating conjunctions including when, if, that, because</u> – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own</p>		<p>Ensure <u>correct use of full stop</u> (Y2) (avoid comma splice)</p>	<p>sentence punctuation, full stop (Y1)</p> <p><u>clause, subordinate clause, conjunction</u></p>
Final written outcome <div></div>	A narrative adventure story about going back in time to the Stone Age.		Other writing opportunities <div></div>			
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none">Visualise being in the Stone Age with accurate description, using senses to add extra detail to what the reader can hear,see,feel.Learn about life in the Stone Age		Toolkit <div></div>	I will use... <ul style="list-style-type: none">adjectives to describenoun phrases to add greater detail for the readersubordinate clausesConjunctions to extend the ideas within sentences and vary the flow of the writing.Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening		
Companion texts	<div><div></div><div></div><div></div><div></div><div></div></div>					
Hook / linked enrichment activities			Wider curriculum links	History: Stone Age Britain		

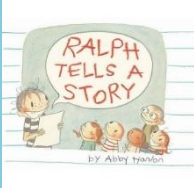
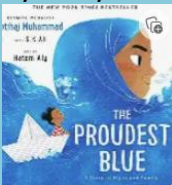






<div></div> <div>Purpose: Entertain</div> <div></div> <div>Adventure story</div> <div>Rombald the Giant of Ilkley Moor by Anita Simic</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	<u>Dialogue</u> can introduce a character and tell the reader more about them (DAD) Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) <u>Paragraphs break up the writing into manageable chunks</u> for the reader to read and follow	Writers can <u>also join sentences together with subordinating conjunctions including when, if, that, because</u> – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own Including <u>adverbs</u> to describe a verb also helps the reader to create a picture in their mind about how the action is happening <u>Prepositions and prepositional phrases</u> tell the reader where things are and where and when things happen		Use <u>inverted commas</u> for readers to clearly understand where a character is speaking – when they start and finish talking Use of the <u>forms a or an according to whether the next word begins with a consonant or a vowel</u> [for example, a rock, an open box]	<u>adverb</u> <u>conjunction, preposition</u> <u>inverted commas, direct speech, consonant vowel</u>
Final written outcome 	Adventure story		Other writing opportunities 			
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none">To picture what is happening in their mind and hook them into the storyTo understand how the main character thought and felt at each event (sometimes through speech)To be able to follow the story clearlyTo be able to picture the setting(s) clearly and know where things are and when things happen		Toolkit 	I will use... <ul style="list-style-type: none">AdverbsPower of threeShow not tellDialogueConsistent tensePunctuationParagraphsExpanded noun phrases to describe the five sensesPrepositions		
Companion texts	    					
Hook / linked enrichment activities			Wider curriculum links	Geography: Yorkshire		

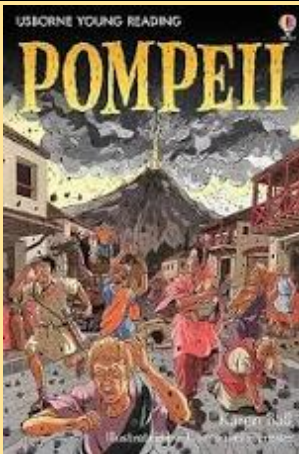





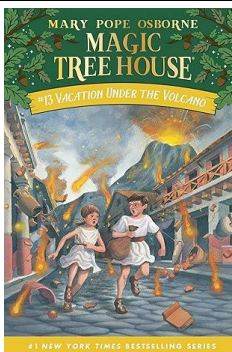
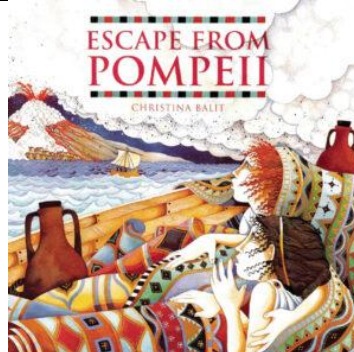
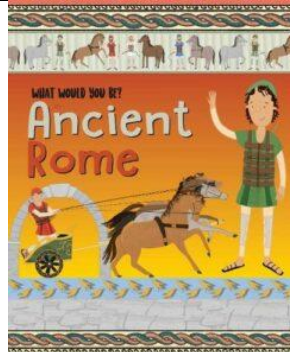
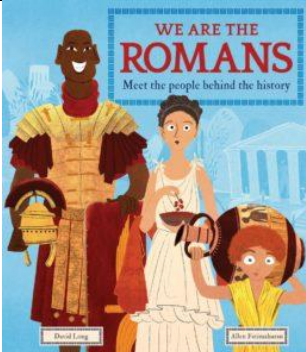
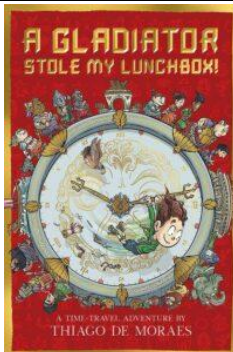
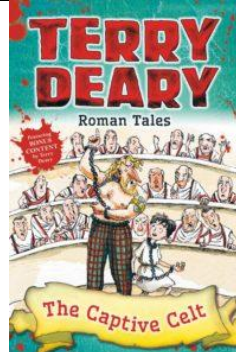
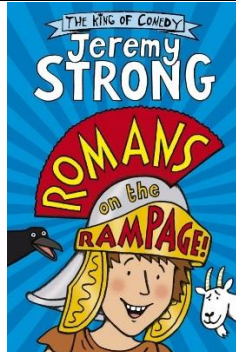
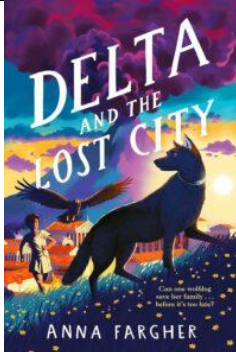
<div></div> <div><p>Purpose:</p><p>Entertain</p><p>Fairy story</p><p>The Cottingley Fairies by Ana Sender</p></div>	<p>Genre Features</p> <p>Narrative: As well as plot and character, stories take place somewhere and this is called a setting.</p>	<p>Compositional choices according to writing purpose</p> <p>Dialogue can introduce a character and tell the reader more about them</p> <p>Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts</p> <p>Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)</p> <p>Paragraphs break up the writing into manageable chunks for the reader to read and follow</p>	<p>Sentence level</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>		<p>Word level including punctuation</p> <p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p>	<p>Grammatical terminology</p> <p>adverb (Y2)</p> <p>conjunction, preposition inverted commas, direct speech, consonant vowel</p>
<p>Final written outcome</p> <div></div>	Fairy story		<p>Other writing opportunities</p> <div></div>			
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none">To picture what is happening in their mind and hook them into the storyTo understand how the main character thought and felt at each event (sometimes through speech)To be able to follow the story clearlyTo be able to picture the setting(s) clearly and know where things are and when things happen		<p>Toolkit</p> <div></div>	<p>I will use...</p> <ul style="list-style-type: none">AdverbsPower of threeShow not tellDialogueConsistent tensePunctuationParagraphsExpanded noun phrases to describe the five sensesPrepositions		
<p>Companion texts</p>	<div></div>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	Geography: Yorkshire		

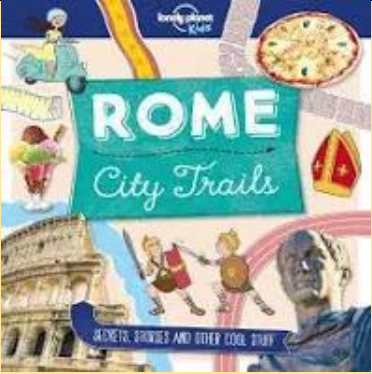




 <p>Purpose: Inform</p>  <p>Non-chronological report</p> <p><i>The Remarkables by Clotilde Perrin</i></p>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>Diagrams show the reader more details about the important parts of what they are finding out about (Y2)</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic</p> <p>Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>		<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	comma, apostrophe (Y2) clause, subordinate clause, conjunction, preposition
Final written outcome 	A biography about Mary Anning		Other writing opportunities  			
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none">Be clearly informed and engaged by clearly presented informationBe able to visualise the character through precise vocabulary and description		Toolkit 	I will use... <ul style="list-style-type: none">Quotes to include extra information and add interest.Use conjunctions and prepositions to express time and cause.Pronouns to avoid repetitionHeadings and subheadings and paragraphs break information into easier chunks.Simple organisational devices to structure writing		
Companion texts						
Hook / linked enrichment activities			Wider curriculum links			

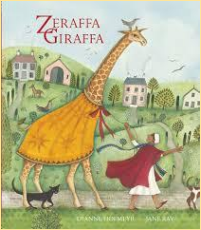
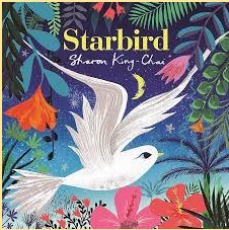




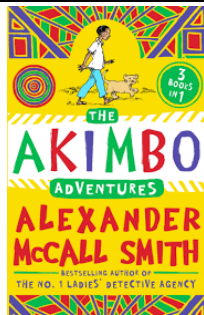

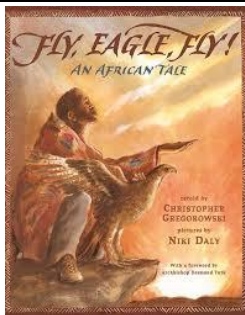
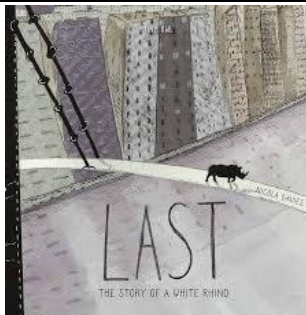
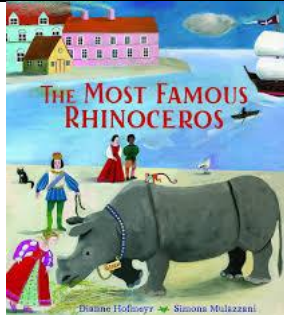
<div></div> <div>Purpose: Persuade</div> <div></div> <div>Speech</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	Speech: Will use first, second and third person narrative , to address the audience directly and also refer to yourself (the speaker) May switch between the past, present (Y2) and future	<ul style="list-style-type: none">Often use ‘you’ (second-person narrative) to put the reader on the spot and make them thinkUse facts to support opinions to make the reader take the writing more seriouslySometimes use rhetorical questions to make the reader think more deeply about the subjectUse of alliteration helps to make a phrase more memorable and stick in their mind	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)		Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)	adverb, apostrophe, tense (past, present) (Y2)
<div>Final written outcome</div> <div></div>	A speech		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">Focus on editing		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Want to keep listeningBe motivatedBe shocked		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">Facts to support opinions Rhetorical questions to make the reader think more deeply about the subject Use ‘you’ (second person) to put the audience on the spot and make them thinkAlliteration to make a phrase more memorable and stick in their mindEmotive language to make the audience feel connected with the topic		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>	Mr Frost classroom visit		<div>Wider curriculum links</div>	Geography: Rainforest and woodland		

Purpose: Entertain	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
<div></div> <div>Narrative (setting and dialogue)</div> <div></div> <div>Alice’s Adventures in Wonderland by Jeanne Willis & Ross Collins</div>	<p>Narrative: As well as plot and character, stories take place somewhere and this is called a setting.</p>	<p>Dialogue can introduce a character and tell the reader more about them</p> <p>Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts</p> <p>Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)</p> <p>Paragraphs break up the writing into manageable chunks for the reader to read and follow</p>	<p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen</p>	<p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p>	<p>adverb (Y2)</p> <p>conjunction, preposition inverted commas, direct speech, consonant vowel</p>	
<div>Final written outcome</div> <div></div>	Setting description and character dialogue		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">• Opportunities to describe other settings		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">• To picture what is happening in their mind and hook them into the story• To understand how the main character thought and felt at each event (sometimes through speech)• To be able to follow the story clearly• To be able to picture the setting(s) clearly and know where things are and when things happen		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">• Adverbs• Power of three• Show not tell• Dialogue• Consistent tense• Punctuation• Paragraphs• Expanded noun phrases to describe the five senses• Prepositions		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>			

<div><p>Ralph Tells A Story written and illustrated by Abby Hanlon</p><p><i>The Proudest Blue</i> written by Ibtihaj Muhammad & S.K. Ali, illustrated by Hatem Aly</p><p>Purpose: Entertain Personal narrative</p></div>	<div><div>Genre Features</div><div><p>Narrative: Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure</p><p>Story openings: usually open with either: action, dialogue or description of setting or character</p><p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p></div></div>	<div><div>Compositional choices according to writing purpose</div><div><ul style="list-style-type: none">Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2)The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)Dialogue can introduce a character and tell the reader more about themBuild upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughtsIntroduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)Paragraphs break up the writing into manageable chunks for the reader to read and follow</div></div>	<div><div>Sentence level</div><div><p>The present perfect tense can be used to indicate the something started in the past but is still relevant now</p><p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including <i>when, if, because, although</i>) to keep the reader wanting to read on</p></div></div>		<div><div>Word level including punctuation</div><div><p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking</p></div></div>	<div><div>Grammatical terminology</div><div><p>tense, verb (Y2) conjunction, inverted commas, direct speech</p></div></div>
<div><div>Final written outcome</div></div>	<div><div>Personal narrative (memoir)</div></div>			<div><div>Other writing opportunities</div></div>	<div><ul style="list-style-type: none"></div>	
<div><div>Intended effect on my reader and audience</div></div>	<div><div>My reader will...</div><ul style="list-style-type: none">Picture what is happening in their mind and hook them into the storyUnderstand how the main character thought and felt at the timeBe able to follow the story clearlyRelate the story to their own lives and think about their own experiences</div>			<div><div>Toolkit</div></div>	<div><div>I will use...</div><ul style="list-style-type: none">Sound effectsPower of threeSimilesInner thoughtsDialogueConsistent tenseA real-life setting and everyday experience based on things that can happen in childhoodPunctuation</div>	
<div><div>Companion texts</div></div>	<div></div>					
<div><div>Hook / linked enrichment activities</div></div>				<div><div>Wider curriculum links</div></div>		

<div></div> <div>Purpose: Inform</div> <div></div> <div>Newspaper Report</div> <div><i>Pompeii by Karen Ball</i></div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Newspaper report: Include a headline that summarises the main point of the article</p> <p>Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people’s experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with Three main parts: Head: Introduction Body: Add greater detail and includes quotes Tail: Summarises and finishes the article</p>	<p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or subtopic</p> <p>Focus on presenting factual information not opinion and the vocabulary needed for this.</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Using short, informative sentences for effect and to deliver clear and concise information to the reader.</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>		<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>comma, adverb, verb, present tense, past tense</p> <p>clause, subordinate clause, conjunction, preposition, paragraph inverted commas, direct speech, fronted adverbials</p>
<div>Final written outcome</div> <div></div>	A newspaper article on the eruption of Mount Vesuvius		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Learn factual information about the eruption of Mount VesuviusBe interested in my article because of my catchy headlineUnderstand the chronological order of the events		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">Key events written in chronological order to show what happened and when.Paragraphs organised into ‘head, tail, body’ to be clear for the readerQuotes to include extra information and add interest.Fronted adverbials to create suspenseEyewitness accounts to make it believableFactual information to give the truth about what happened using accurate names and places		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>	History: Romans		

  <p>Purpose: Persuade</p> <p>Travel Blogs for Rome</p> <p>City Trails Rome <i>by Lonely Planet Kids</i></p>	<p>Genre Features</p> <p>Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks.</p> <p>Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) Use facts to support opinions to make the reader take the writing more seriously (Y3) Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) Use of power of three to make something more memorable for the reader and make them think about it for longer 	<p>Sentence level</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Word level including punctuation</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p>	<p>Grammatical terminology</p> <p>noun, noun phrase adjective, adverb (Y2)</p> <p>conjunction, preposition, paragraph (Y3)</p>
<p>Final written outcome</p> 	<p>Travel blog for visiting Rome</p>		<p>Other writing opportunities</p>	<ul style="list-style-type: none"> 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Learn information about the place and make it sound appealing Find the writing informative, interesting and easy to follow Convince the reader that they should visit the location 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Expanded noun phrases with prepositional phrases give detail to help the reader picture/ discover more about the place Use facts to inform the reader about the location Use the power of three to emphasise key messages/ features of the place Use subheadings and subsections so the reader can locate relevant information easily Use adverbs, prepositions and conjunctions to add detail and flow to writing Use rhetorical questions to make the reader think deeply about the subject Use 2nd person pronouns to speak to the reader directly Use positive descriptions to exaggerate the good bits about the place 	
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>Geography: Mediterranean</p>	

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<div><div></div><div><p>Purpose: Entertain Narrative</p></div><div><p><i>Starbird by Sharon King-Chai;</i> <i>Zeraffa Giraffa by Dianne Hofmeyr and Jane Ray</i></p></div></div>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p>	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p><u>noun, noun phrase, adverb (Y2)</u></p> <p><u>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</u></p> <p><u>adverbial pronoun</u></p>
<div><p>Final written outcome</p></div>	<p>Animal adventure story.</p>		<div><p>Other writing opportunities</p></div>	<ul style="list-style-type: none">Character description - StarbirdSetting description – locations in Zeraffa’s journey	
<div><p>Intended effect on my reader and audience</p></div>	<div><p>My reader will...</p><ul style="list-style-type: none">Feel engaged with the charactersClearly picture the different landscapesNavigate through the textFollow the emotional and physical journey</div>		<div><p>Toolkit</p></div>	<div><p>I will use...</p><ul style="list-style-type: none">Punctuated dialogue to bring characters to lifeexpanded noun phrasesadverbial phrasesSequenced paragraphsConjunctionsshow not tell</div>	
<div><p>Companion texts</p></div>	<div></div>				
<div><p>Hook / linked enrichment activities</p></div>			<div><p>Wider curriculum links</p></div>		