

Sedgeberrow CE First School

# ENGLISH CURRICULUM DESIGN: YEAR 3

**ENGLISH CURRICULUM DESIGN – YEAR 3**

**FICTION: STORY WRITING and DESCRIPTIONS**

**NATIONAL CURRICULUM**

Reading	Writing	
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-reading books that are structured in different ways and reading for a range of purposes.</li> <li>-using dictionaries to check the meaning of words that they have read.</li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>-identifying themes and conventions in a wide range of books</li> <li>-discussing words and phrases that capture the reader’s interest and imagination.</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-asking questions to improve their understanding of a text.</li> <li>-drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>-predicting what might happen from details stated and implied.</li> <li>-identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>-identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p align="center"><b>Composition</b></p>	<p align="center"><b>Vocabulary, Punctuation and Grammar</b></p>
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>-organising paragraphs around a theme -in narratives, creating settings, characters and plot.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-proof-read for spelling and punctuation errors.</li> </ul> <p>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.</p>	<p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>-using the present perfect form of verbs in contrast to the past tense.</li> <li>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>-using conjunctions, adverbs and prepositions to express time and cause.</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-indicating possession by using the possessive apostrophe with plural nouns.</li> <li>-using and punctuating direct speech.</li> </ul>
<p align="center"><b>KNOWLEDGE</b></p>	<p align="center"><b>KEY QUESTIONS</b></p>	
<ul style="list-style-type: none"> <li>-Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.</li> <li>-Learn and retell a collection of stories which are relevant to Year 3 (Talk4Writing).</li> <li>-Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc.</li> <li>-Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses.</li> <li>-Know what prepositions are and use them in their sentences to add detail.</li> <li>-Know the perfect present and past form of verbs and use these correctly in their story writing.</li> <li>-Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, ‘show not tell’ phrases, similes and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>What has happened in the story? Can you summarise it?</li> <li>What do you think is going to happen next and why?</li> <li>What are the structures and features of .... myths? Legends? Science fiction stories etc ?</li> <li>What do you think of this character? How has the author made him/her/it appear this way?</li> <li>What is direct speech? How is it different to reported speech?</li> <li>What are the rules for using speech in a story?</li> <li>What does the dialogue between the two characters tell us?</li> <li>How has the setting been described?</li> </ul>	

<ul style="list-style-type: none"> <li>-Know a range of techniques to describe settings – e.g. describe through the senses, use powerful adjectives in a list of three in a sentence, similes etc..</li> <li>-Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story.</li> <li>-Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</li> <li>-Show a good knowledge of different authors and the books they have written.</li> <li>-Understand that authors use questions to make the reader question an event or evoke feelings about the story and students should apply this technique in their own descriptions and stories with correct punctuation.</li> <li>-Know that stories can be written in the first or third person.</li> <li>-Know the difference between reported speech and direct speech in stories.</li>   <li>-Know how to use direct speech in stories: <ul style="list-style-type: none"> <li>*New line, new speaker.</li> <li>*inverted commas/speech marks before and after what is spoken.</li> <li>*Each line of speech starts with a capital.</li> <li>*The line of speech ends with a comma, exclamation mark or question mark.</li> <li>*A reporting clause is used at the end (<u>said</u> Jane, <u>shouted</u> Paul, <u>replied</u> Mum).</li> <li>*A full stop goes after the reporting clause.</li> </ul> </li>   <li><b>*Knowledge of punctuation is a common theme throughout all English units:*</b> <ul style="list-style-type: none"> <li>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns.</li> <li>-Use and punctuate direct speech.</li> </ul> </li> </ul>	
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**POSSIBLE OUTCOMES**

Reading/Discussion	Composition
<ul style="list-style-type: none"> <li>-Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions.</li> <li>-Note the use of language or music or camera angle to set scenes, build tension, create suspense.</li> <li>-Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers’ reactions.</li> <li>-Notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.</li> <li>-Identify examples of a character telling the story in the 1st person; make deductions about character’s feelings, behaviour and relationships based on descriptions and their actions in the story.</li> <li>-Identify examples of stereotypical characters; make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</li> <li>-Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.</li> </ul>	<ul style="list-style-type: none"> <li>-Imitate (Talk4Writing): Tell oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest.</li> <li>-Sequence events clearly and have a definite ending; explore relationships and situations through drama and role play.</li> <li>-Practise writing an opening paragraph – think about language and how to entice the reader to continue reading the rest of the story.</li> <li>-Write complete stories with a full sequence of events in narrative order using the 5 parts of a story; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story.</li> <li>-Use either 1st or 3rd person consistently.</li> <li>-Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</li> <li>-Expand the ‘show not tell’ technique where the characters behaviours and feelings are implicit, e.g. Instead of writing that the character was angry, write: ‘his face went bright red and his eyes widened while he frowned’.</li> <li>-Innovate (Talk4Writing): Use model texts for their themes, sentence structures and paragraph organisation to create a story.</li> <li>-Build word banks to develop use of vocabulary which can be used in descriptions.</li> </ul>

-Independent application of story writing: plan, write and edit stories with a 5 part structure based on real or imagined events, using techniques such as expanded noun phrases, dialogue and ambitious vocabulary to describe characters, settings and create atmospheres.

**Previous learning:**

**Year 2:**

- Know the 5 parts to a story: opening, build-up, problem/conflict, resolution and ending.
- Know what expanded noun phrases are and use them to describe characters and settings.
- Learn and retell a collection of stories which are relevant to Year 2 (Talk4Writing).
- Understand how to describe characters using the 'show not tell' technique.
- Know what similes are and that they can be used to describe characters and setting.
- Recognise and use examples of subordination (using when, if, that, or because) in their sentences.
- Know that there are different types of sentences (statement, command, question, exclamation) and use sentences which are appropriate to story writing.
- Recognise and use examples of co-ordination (using or, and, or but) in their sentences.
- Know basic story structures of fairy tales/ traditional tales etc and use these structures in their own writing.
- Be able to name examples of fairy tales, traditional tales etc and retell these orally.
- Have a growing knowledge of well-known authors and the books they have written.
- Stories are usually written in the past tense.
- Recognise the difference between the past and present tense.
- Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.
- Have an awareness that questions can be used by the author to provoke a response from the reader and experiment with questions in their own story writing and descriptions.
- Identify speech in a story and use expression when reading to show the character is speaking.
- Know what reported speech is and use this in their own story writing.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

**Next learning:**

**Year 4:**

- Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.
- Learn and retell a collection of stories which are relevant to Year 4 (Talk4Writing).
- Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc – give examples of stories and summaries.
- Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses; apply these independently to sentences.
- Know what fronted adverbials are and use these in their story writing to vary sentence structure.
- Know that a fronted adverbial is followed by a comma.
- Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, 'show not tell' phrases, similes and dialogue. Apply these to their writing with increasing accuracy, consistency, confidence and independence.
- Know what metaphors and how these may be used to describe characters.
- Know a range of techniques to describe settings and use these will increasing independence, efficiency and imagination.
- Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story; go on to organise parts of the story into further paragraphs as ideas are developed in more detail.
- Have an increasing knowledge of vocabulary and word classes (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.
- Know how to use direct speech in stories and develop longer conversations between characters to show feelings, relationships, behaviour and motives.
- Show a wide knowledge of different authors and the books they have written.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- use commas after fronted adverbials.
- indicate possession by using the possessive apostrophe with

Types of Stories Covered in Year 3:	Key Vocabulary:
Fairytale Myths and Legends Historical Stories (e.g. Escape from Pompeii) Science Fiction (e.g. Iron Man) Portal Story (e.g. Stone Age Boy)	Character, setting, adjectives, beginning, middle, ending, author, illustrator, conjunctions, sentences, full stop, capital letters, question marks, exclamation marks, narrator, fairy tale, 'once upon a time', adventure stories, illustrations, fantasy, journeys, science fiction, direct speech, speech marks, 'new line, new speaker', dialogue, fronted adverbials, clauses, myths, legends, portal story, historical stories, conversation, paragraphs, opening, build-up, problem/conflict, resolution, ending.

## ENGLISH CURRICULUM DESIGN – YEAR 3

### POETRY

#### NATIONAL CURRICULUM

Reading		Writing	
Listen, discuss, respond	Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to and discuss a wide range of fiction, poetry .</li> <li>- Read books (poems) that are structured in different ways and reading for a range of purposes.</li> <li>- Identify themes and conventions in a wide range of books (poems).</li> <li>- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>- Discuss words and phrases that capture the reader’s interest and imagination.</li> <li>- Recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>- Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>- Ask questions to improve their understanding of a text.</li> <li>- Draw inferences and justifying inferences with Evidence.</li> <li>- Identify main ideas drawn from more than one paragraph (verse) and summarising these</li> <li>- Identify how language, structure, and presentation contribute to meaning.</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>- organising paragraphs (verses) around a theme.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>- proposing changes to grammar and vocabulary to improve consistency.</li> </ul> <p>-Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>-Use a wider range of conjunctions, including when, if, because, although.</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns.</li> <li>- Paragraphs (verses) as a way to group related material</li> <li>- Expanded noun phrases.</li> </ul>
KNOWLEDGE		KEY QUESTIONS	
<ul style="list-style-type: none"> <li>-Use knowledge of different poetry forms taught in previous years to compare different types of poetry.</li> <li>-Recognise and discuss the rhyme pattern within poetry.</li> </ul> <p><i>-Recognise and name different forms of poems including: acrostic, riddles, free verse, ballads and narrative poems:</i></p> <ul style="list-style-type: none"> <li>-Acrostic Poems : this is a poem in which certain letters of each line spells out a word, name, or phrase when read vertically</li> <li>-Ballad: a poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</li> <li>-Free Verse: these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems.</li> <li>-Narrative Poems: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</li> </ul>		<ul style="list-style-type: none"> <li>-What form of poetry is this? How do you know? What are its features?</li> <li>-Why has the poet used alliteration? What is the effect of the alliteration?</li> <li>-Why has the poet used onomatopoeia? What is the effect of this?</li> <li>-What is free verse?</li> <li>-What is a narrative poem?</li> <li>-What type of words are used in riddles to help with clues?</li> <li>-How are these two poems similar? How are they different?</li> <li>-Can you pick out the most effective simile? Give reasons for your answer.</li> <li>-What does this line in the poem mean?</li> <li>-Why do you think the poet has chosen to use this adjective? Can you think of an alternative?</li> </ul>	

<p>- Riddles: Generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</p> <p><i>-Recognise, name and consolidate their understanding and application of different literary techniques used in poetry – similes, alliteration, adjectives, verbs and onomatopoeia:</i></p> <p>-Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.</p> <p>-Onomatopoeia is a word that describes a sound.</p> <p>-Simile is when something is compared to another thing using ‘as’ or ‘like’ to paint a picture in reader’s mind.</p> <p>-Know that, generally, each new line in a poem begins with a capital letter.</p> <p>-Know that a line of a poem often ends with a comma.</p> <p>-Understand the layout of different forms of poetry on a page, e.g. acrostic.</p>	
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**POSSIBLE OUTCOMES**

Reading	Performing	Composition
<p>-Describe the effect a poem has and suggest possible interpretations.</p> <p>-Discuss personal responses to the poem.</p> <p>-Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, onomatopoeia, rhythm or rhyme and creates pictures using similes.</p> <p>-Identify rhyme patterns independently.</p> <p>-Identify the form of poetry and discuss its features.</p> <p>-Understand the meaning of words and find out the definition of unfamiliar vocabulary used in the poem.</p>	<p>-Perform individually or chorally; vary volume ,experimenting with expression and use pauses for effect.</p> <p>-Use actions, voices, sound effects and musical patterns to add to a performance.</p> <p>-Perform a range of poems: ask a riddle to the class, perform free verse.</p> <p>-As a class learn a ballad – link to topic, celebration or festival.</p>	<p>-Invent new similes and experiment with word play to create an image in a poem;</p> <p>-Use powerful nouns, adjectives and verbs; experiment with alliteration, onomatopoeia.</p> <p>-Write free verse poems (linked to the topic, a school visit, interest or experience). using a range of literary techniques.</p> <p>-Write a poem in a specific form using appropriate features and techniques, e.g. acrostic.</p>
<p><b>Previous learning:</b></p> <p><b>Year 2:</b></p> <p>-Recite a collection of poems of by heart using appropriate expression and intonation.</p> <p>-Recognise rhyming words, near rhymes and half-rhymes.</p> <p>-Know what a rhyming couplet is (two lines of a poem that have the same rhythm and rhyme)</p> <p><i>-Recognise and name different forms of poems: calligram, rap, tongue twister, riddle etc:</i></p> <p>-A calligram is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poem.</p> <p>-A rap is a poem that has a musical vocal delivery involving rhythm and rhyme.</p> <p>-A riddle is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</p> <p>-A tongue twister is a short poem or lines that are hard to say because they use a lot of similar sounds.</p>	<p><b>Next learning:</b></p> <p><b>Year 4:</b></p> <p>-Use knowledge of different poetry forms taught in previous years to compare different types of poetry.</p> <p>-Recognise and discuss the rhyme pattern within poetry.</p> <p>-Count the number of syllables in a word or line of a poem</p> <p>-Recognise and name different forms of poems: kennings, haiku and narrative poems.</p> <p>-Kennings: describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</p> <p>-Haiku: This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</p> <p>-Narrative Poems: tells story. It may be free verse or involve rhythm and rhyme.</p> <p>-Free Verse: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</p> <p>-Know the layout of specific forms of poetry, e.g. haiku.</p> <p>-Recognise metaphors.</p>	

-Recognise and *name different literary techniques used in poetry*  
 – *similes, alliteration and onomatopoeia*.  
 -Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.  
 -Onomatopoeia is a word that describes a sound.  
 -Simile is when something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind.

Forms of Poetry Studied:	Key Vocabulary:
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Narrative poems  
 Acrostic  
 Riddles  
 Ballads (Songs)  
 Poems around a theme (e.g. volcanoes)

\*Free Verse – these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems. This gives the opportunity to look at poems linked to a specific topic or theme.

\*\*Other forms of poetry not included in the list above may be read and looked at as part of reciprocal reading, shared reading and as a point of comparison.

Poem	Verse	Expression	Rhyme	Lines	Adjectives	Senses	Poet
Title	Rhythm	Alliteration	Expanded	Noun Phrases	Adverbs	Nouns	Verbs
Similes	Onomatopoeia	Near Rhymes	Half rhymes	Rhyming Couplets	Ballad		
Free Verse	Narrative Poems	Acrostic	Riddles	Repetition	Imagery/Images	Volume	Voice
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**ENGLISH CURRICULUM DESIGN – YEAR 3**

**INSTRUCTIONAL WRITING**

**NATIONAL CURRICULUM**

Reading		Writing	
Listening, Responding and Understanding	Composition		Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-Ask questions to improve their understanding of a text.</li> <li>-Identify how language, structure, and presentation contribute to meaning.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p>Draft and edit:</p> <ul style="list-style-type: none"> <li>-non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-proof-read for spelling and punctuation errors.</li> <li>-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.</li> </ul>		<ul style="list-style-type: none"> <li>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>-Use the present perfect form of verbs in contrast to the past tense.</li> <li>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>-Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<b>KNOWLEDGE</b>			<b>KEY QUESTIONS</b>
<p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> <li>-Not all instructions have to be in chronological order.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Prepositions.</li> <li>-Present tense.</li> <li>-Commas in lists.</li> <li>-Subordinate clauses.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or statement at the top to show what will be achieved by completing the instructions.</li> <li>-List of equipment or ingredients punctuated with commas.</li> <li>-Numbered steps or bullet points to show the order the instructions should be completed in.</li> <li>-A variety of imperative verbs which give a clear command of what to do, <i>e.g. select, turn, press, mix, etc.</i></li> <li>-Prepositional phrases to give clearer detail about the instruction, <i>e.g. Place the card underneath the material.</i></li> </ul>			<p>How effective are these instructions? Why?</p> <p>What are subordinate clauses? Can you spot an example in the instructional model text?</p> <p>What is the effect of using a subordinate clause in the instructions?</p> <p>How can we add prepositional phrases to clarify detail?</p>

<ul style="list-style-type: none"> <li>-Vary sentence structure by using prepositions, subordinate clauses etc.</li> <li>-Command sentences.</li> <li>-Precautionary advice and tips embedded within the instructions e.g. use conjunctions 'if' and 'when' – <i>If you are using a sharp knife then be very careful. When using the oven and taking out the tray, always use a glove because it will be very hot!</i></li> <li>-Diagrams to support the written instructions.</li> <li>-Use subordinate clauses to add additional information, e.g. <i>the next player, who should have taken a card already, will roll the dice...</i></li> <li>-Adverbs of time, place and how often.</li> <li>-Present tense.</li> <li>-Third person.</li> </ul> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b></p> <ul style="list-style-type: none"> <li>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</li> <li>-Indicate possession by using the possessive apostrophe with plural nouns.</li> </ul>	
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**POSSIBLE OUTCOMES**

Reading/Discussion	Composition
<ul style="list-style-type: none"> <li>-Read and follow more complex instructions.</li> <li>-Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>-Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</li> </ul>	<ul style="list-style-type: none"> <li>-Give clear oral instructions to members of a group.</li> <li>-Research a particular area ( e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.</li> <li>-Write clear written instructions using all the features with correct register and devices to aid the reader.</li> </ul>

<p><b>Previous learning:</b> <b>Year 2:</b></p> <p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Know how to add -er and -est to adjectives.</li> <li>-Know how to construct a command sentence.</li> <li>-Know what noun phrases are.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or outline statement about what will be achieved, e.g. How to make a Chinese lantern.</li> <li>-List of equipment or ingredients, correctly punctuated with commas.</li> <li>-Numbered steps to show the order the instructions should be completed in.</li> <li>-A variety of imperative verbs at the beginning of each sentence which give the command of what to do, e.g. pick, weigh, turn, glue, draw, etc.</li> <li>-Simple adverbs to express how to do an action, e.g. carefully, slowly.</li> <li>-Noun phrases to describe e.g. <i>Cut the <u>thick, yellow</u> card.</i></li> <li>-Use comparatives by adding 'er' and 'est' to adjectives, e.g. <i>Use the biggest tomato.</i></li> <li>-Command sentences.</li> <li>-Warning Triangle to indicate dangers.</li> <li>-Exclamation marks in the warning triangle.</li> </ul>	<p><b>Next learning:</b> <b>Year 4:</b></p> <p><b>Children know that instructions:</b></p> <ul style="list-style-type: none"> <li>-Tell us how to do or make something.</li> <li>-Give information on how to complete a task.</li> <li>-Describe a process in chronological order.</li> <li>-Not all instructions have to be in chronological order.</li> <li>-Instructions are written for different purposes and audiences.</li> <li>-Instructions can be formal or informal.</li> </ul> <p><b>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</b></p> <ul style="list-style-type: none"> <li>-Fronted adverbials.</li> </ul> <p><b>Children will know that these are features of instructional writing:</b></p> <ul style="list-style-type: none"> <li>-Title or statement at the top to show what will be achieved by completing the instructions.</li> <li>- Include an introduction to interest or hook the reader e.g. <i>These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun.</i></li> <li>-List of equipment or ingredients punctuated with commas.</li> <li>-Numbered steps or bullet points to show the order the instructions should be completed in.</li> <li>-Imperative verbs which demonstrate an increased range of vocabulary and give the command of what to do, e.g. <i>attach, construct, rewind, etc.</i></li> <li>-Prepositional phrases to give clearer detail about the instruction, e.g. <i>Place the card on top of the material.</i></li> </ul>
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<p>-Diagrams to support the written instructions. -Written in the third person.</p> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b> -Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>	<p>-Varied command sentences. -Precautionary advice and tips embedded within the instructions using the conjunctions, 'if' and 'when'. -Diagrams to support the written instructions. -Fronted Adverbials to add additional information about the instructions, <i>e.g. Without spilling it, transfer the powder to...</i> -Use subordinate clauses to add additional information, <i>e.g. the next player, who should have taken a card already, will roll the dice...</i> -Add conclusions to wrap up and summarise, <i>e.g. Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</i></p> <p><b>*Knowledge of punctuation is a common theme throughout all English units:*</b> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns.</p>
<p>Suggestions for Types of Instructions</p>	<p>Key Vocabulary:</p>
<p>More complex recipes. Instructions linked to something that the children can make, e.g. Art, DT. Instructions linked to safety – e.g. water safety, fire safety. Instructions linked to topic -e.g. how to make a volcano erupt.</p>	<p>Instructions, steps, numbers, chronological order, steps, imperative verbs, list, equipment, title, ingredients, materials, commas, warning triangle, adverbs, fronted adverbials, subordinate clauses, third person, prepositions.</p>

ENGLISH CURRICULUM DESIGN – YEAR 3

INFORMATION TEXTS: NON-CHRONOLOGICAL REPORT

NATIONAL CURRICULUM

Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-Ask questions to improve their understanding of a text.</li> <li>-Identify how language, structure, and presentation contribute to meaning.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p>Draft and edit:</p> <ul style="list-style-type: none"> <li>-non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-proof-read for spelling and punctuation errors.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>-Use the present perfect form of verbs in contrast to the past tense.</li> <li>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>-Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<b>KNOWLEDGE</b>		<b>KEY QUESTIONS</b>
<p><b>Children know that information texts/ non-chronological reports:</b></p> <ul style="list-style-type: none"> <li>- Differ in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.</li> <li>-Contain factual information.</li> <li>-Have a contents page at the start and can demonstrate how to use this independently.</li> <li>-Have an index page at the back and that the words are ordered alphabetically, which they can use independently</li> <li>-Contain glossaries which they can use independently.</li> <li>-Are usually written in the present tense.</li> </ul> <p><b>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</b></p> <ul style="list-style-type: none"> <li>-A topic sentence to capture interest and define subject.</li> <li>-A reason and/or invitation to read on; more detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc.</li> <li>-A range of interesting facts and ideas about the topic in a sequence which builds up information logically.</li> <li>-A conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.</li> <li>-Subheadings.</li> <li>-Bullet points.</li> <li>-Diagrams and labels.</li> </ul>		<p>What have you learnt from this report? Can you tell me 3 facts?</p> <p>How are reports different to fictional writing?</p> <p>Who can explain the meaning of a word from the glossary?</p> <p>Why are paragraphs used in reports? How does it help us to organise information?</p> <p>What is a conclusion in a report? Why do we use a concluding paragraph?</p>

**\*Knowledge of punctuation is a common theme throughout all English units:\***  
 -Know when to use capital letters, full stops, question marks, exclamations and commas in lists.  
 -Indicate possession by using the possessive apostrophe with plural nouns.

**POSSIBLE OUTCOMES**

Research	Composition
<p>-Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions - compose questions to ask of the text.</p> <p>-Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, ṁ lies around halfway marks ṫ towards the end).</p> <p>-Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms.</p> <p>-Begin to use and scan indexes, directories and IT sources to locate information quickly and accurately.</p> <p>-Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.</p> <p>-Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus.</p> <p>-Find and mark the key idea in a section of text.</p> <p>-Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, foŕ and ḋ against columns, matrices to complete in writing or on screen.</p> <p>-Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.</p>	<p>-Decide how to present information and make informed choices by using structures from different text types.</p> <p>Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.</p> <p>-Use computing skills to bring information texts to published form with appropriate layout, font etc.</p> <p>-Create multi-media information texts.</p> <p>-Write ideas, messages in shortened forms such as notes and lists, understanding that some words are more essential to meaning than others.</p> <p>-Summarise orally in one sentence the content of a passage or text, and the main point it is making.</p> <p>-Plan, write and edit non-chronological reports around a topic using the key features taught in Year 3.</p>

**Previous learning:**  
**Year 2:**

**Children know that information texts/ non-chronological reports:**

- Can give different information and present similar information in different ways even when they are about the same topic.
- Contain factual information and how this is different to fictional information.
- Have a contents page at the start and can demonstrate how to use this independently.
- Have an index page at the back and that the words are ordered alphabetically.
- Contain glossaries which are set out alphabetically and explain the meanings of unfamiliar words/terms.

**Children will know that these are features of information text/non-chronological reports and will include these in their writing:**

- Clear title/heading to show what the information is about.
- Subheadings.
- Diagrams and labels.
- Captions.
- Glossary.
- Sentences grouped around a specific fact or topic.

**Next learning:**  
**Year 4:**

**Children know that information texts/non-chronological reports**

- Can be presented in a range of ways ranging from written texts to webpages.
- Contain both fact and opinion.
- May be written for different purposes – to inform, to entertain, to warn, to educate.

**Children will know that these are features of information text/non-chronological reports and will include these in their writing:**

- Subheadings.
- Clear paragraphs.
- Bullet points.
- Introductory paragraph.
- Concluding paragraph to round up the report.
- Use mostly present tense, 3rd person in formal style for an unknown audience.
- Collect and use specialised and technical vocabulary linked to the topic: e.g. *originated, mammal, rodent; medical, stretcher oxygen; axle, tread, tow-bar; location, site, situation* etc.
- Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. *Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.*
- Sections may have one or more paragraphs, to mark new information, subsections etc.

-Simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc. For example, *Guinea pigs are small, docile, hairy animals... They eat mainly grass and need to exercise regularly.*  
-Present tense and usually 3rd person to give text an impersonal and objective voice.

-Use a more sophisticated range of generalisers and conjunctions:  
\*Generalisers e.g. *all..., many..., the majority..., typically..., like most..., always..., often..., sometimes., usually...*  
\*To add information: e.g. *as well as..., furthermore..., additionally..., moreover..., Not only...*  
\*Showing cause and effect: e.g. *because., so..., as a result..., due to..., this means that...*  
\* To compare: e.g. *like the..., similarly., as with..., equally..., in contrast to... etc.*  
\*For emphasis: e.g. *most of all..., most importantly.*  
**\*Knowledge of punctuation is a common theme throughout all English units:\***  
-know when to use capital letters, full stops, question marks, exclamations and commas in lists.  
-use commas after fronted adverbials.  
-indicate possession by using the possessive apostrophe with plural nouns.

### Key Vocabulary:

Facts, information, reports, non-chronological, paragraphs, subheadings, title, concluding paragraph, bullet points, fictional, non-fiction, contents page, glossary, index, alphabetical order, dictionary, diagrams, labels, present tense, labels, presentation, similar, different, topic.

ENGLISH CURRICULUM DESIGN – YEAR 3

RECOUNTS

NATIONAL CURRICULUM

Reading

Writing

Listening, Responding and Understanding

Composition

Vocabulary, Punctuation and Grammar

-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
 -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  
 -Ask questions to improve their understanding of a text.  
 -Identify how language, structure, and presentation contribute to meaning.  
 -Retrieve and record information from non-fiction.

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  
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Draft and edit:  
 -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.  
 -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.

-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  
 -Use 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.  
 -Use conjunctions, adverbs and prepositions to express time and cause

KNOWLEDGE

KEY QUESTIONS

**Children know that recounts:**

-Retell events or an experience in time order.  
 -Combine fact and feelings/opinion.  
 -Written in the first person.  
 -May be written as diaries and letters.  
 -Can be based on real life experiences or fictional situations.

**Children will know that these are features of recounts about a personal experience (including in the form of a diary or letter) and will include these in their writing:**

-Introduction to give a clear understanding of what they text will be about.  
 -Concluding paragraph to summarise the overall impact of the experience, e.g. what was learnt, would they recommend the experience etc.  
 -Links between sentences and paragraphs to navigate the reader.  
 -Paragraphs organised around key events.  
 -Adverbs of time.  
 -Adverbs of place.

What language can we use to show how we feel about what happened?

How could we start the recount/diary?  
 What would we include in the introduction?

How could we conclude the recount/diary?

Which conjunctions could we use to link our paragraphs?

- Adverbs of manner.
- Nouns and pronouns used for clarity and cohesion.
- Use adjectival phrases and description to depict action in detail and convey feelings/opinions.
- Past tense.
- First person narrator consistently used.
- Diaries may begin with 'Dear Diary'.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- Know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- Indicate possession by using the possessive apostrophe with plural nouns.

**POSSIBLE OUTCOMES**

- Plan, write and edit detailed recounts of a personal experience, ensuring that there is a mixture of fact and opinion with an awareness of including interesting details to engage the reader.
- Plan, write and edit a recount about a fictional event linked to a story/character or about a real life event from history or modern day and present this in the form of a diary.

**Next learning:**

**Year 2:**

**Children know that recounts:**

- Retell events in time order.
- Give an account of an event or experience.
- May show how someone felt during the experience.
- Can be written as a diary or letter.
- Can be fictional and from a character's point of view.

**Children will know that these are features of recounts and will include these in their writing:**

- Title.
- Clear introduction to give facts of who, when, what, where and why.
- Clear conclusion to summarise the recount or to describe their favourite part of the activity being recounted.
- Ideas organised into chronological paragraphs demonstrating the passing of time.
- Use of different time conjunctions to link events and paragraphs.
- Use of expanded noun phrases to add detail.
- Use of the first person and the pronoun 'I'.
- A diary could begin with 'Dear Diary'.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

**Next learning:**

**Year 4:**

**Children know that recounts:**

- Can retell a factual or fictional event.
- Come in many different forms – diary, letter, autobiography, sports report, newspaper report, TV new report, podcast, radio news etc.
- Can be written in the 1<sup>st</sup> and 3<sup>rd</sup> person.

**Features of a Recount about a Personal Experience (including a diary or letter):**

- Introduction to give a clear understanding of what the text will be about.
- Concluding paragraph to summarise the overall impact.
- Links between sentences and paragraphs so that the recount of the experience flows.
- Paragraphs organised around key events and joined with time conjunctions and fronted adverbials.
- Elaboration within paragraphs to develop: description using adjectival phrases to depict action and feelings.
- Written in the first person.
- Written in the past tense.
- Subordinate clauses to add interest and allow opinion/feelings to be woven in between the action and events.

**Features of a Recount in the form of a Newspaper Report:**

- Catchy headline (using alliteration, rhyme, puns etc).
- Subheading underneath the headline.
- Introductory paragraph to set the scene with specific details of the date, time, place and people involved – what, when, where and who.
- Paragraphs organised around key points and linked to build the sequence of events.

<p>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>	<p>-Include interviews with key witnesses or people involved – quote what was said and indicate this with inverted commas.          -Concluding paragraph which summarises or rounds up the report, e.g. <i>The Police will continue their investigation into the crime .....The Tug of Rope sponsored event was such a success that we look forward to hearing about future fundraising opportunities at the school</i> etc.          -Presented as a newspaper article in columns (templates may be provided).</p>
<p>Text Examples:</p>	<p>Key Vocabulary:</p>
<p>Recounts are based on the children’s own experiences.          Diaries.          Letters.</p>	<p>Recount, remember, what, who, when, why, how, time conjunctions, activity, school trip, yesterday, last week, next, after, then, lastly, happened, favourite, paragraph, sequence, order, introduction, conclusion, if, when, because, adverbs, summarise, diary, first person., experience.</p>

ENGLISH CURRICULUM DESIGN – YEAR 3

EXPLANATIONS

NATIONAL CURRICULUM

Reading

Writing

Listening, Responding and Understanding

Composition

Vocabulary, Punctuation and Grammar

-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
 -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  
 -Ask questions to improve their understanding of a text.  
 -Identify how language, structure, and presentation contribute to meaning.  
 -Retrieve and record information from non-fiction.

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  
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Draft and edit:  
 -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.  
 -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.

-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  
 -Use 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.  
 -Use conjunctions, adverbs and prepositions to express time and cause

KNOWLEDGE

KEY QUESTIONS

Children know that explanations should include:

-General statement to introduce the topic, e.g. *in the autumn some birds migrate.*  
 -A series of logical steps explaining how or why something occurs, e.g. *because the days get shorter and there is less light...*  
 -Steps continue until the explanation is complete. End with a summary statement or memorable piece of information, e.g. *As a result, dinosaurs quickly became extinct along with about 50% of other animal species.*  
 -Paragraphs organised around a topic or process.  
 -Specific vocabulary associated with the topic or process.  
 -Description of parts or steps in a process.  
 -Explanation of how or why something happens, e.g. use conjunctions such as ‘if’, ‘when’ – *If you press this button on the remote...’ ‘When the brakes on the handle bars are pressed, the wheels will stop turning.’ etc.*  
 -Techniques for interesting the reader e.g. with:  
 \*a title that captures curiosity/interest: e.g. *The discovery of bubble gum; Why are dragons extinct?*  
 \*an exclamation: e.g. *Beware – foxes can bite!*  
 \*questions: e.g. *Did you know that...?*  
 -Subheadings to help the reader navigate the explanation.

What is a flowchart?  
 How do you use a flowchart?  
 Why are subheadings helpful?  
 What key words are important to use in the explanation?

-A flowchart to illustrate a process with clear labels.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- Know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- Indicate possession by using the possessive apostrophe with plural nouns.

**POSSIBLE OUTCOMES**

- Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced.
- Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.
- Write captions and short sentences to explain diagrams and how a process/machine works.
- Write short explanation texts which explain and describe how something works.

**Previous learning:**

**Year 2:**

**Children know that explanations should include:**

3 part written explanations:

- A title which sets up expectations for the reader e.g. Why we must look after our bee? Why are Polar Bears White?
- An opening that introduces reader to the topic and signals the purpose of the text e.g. *Bees are important because they can make honey. They also help trees and plants to grow ...*
- An ordered list of events or reasons leading up to the outcome signalled in the title.
- A conclusion which follows from the reasons listed and links back to the title.
- Use conjunctions such as 'because' to help explain reasons.

Simple flowchart/diagram:

- A labelled diagram or flowchart to show a simple process, e.g. the life cycle of a mammal.

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.

**Next learning:**

**Year 4:**

**Children know that explanations should include:**

- A clear structure: a concise introduction, followed by sequential explanation, organised into paragraphs and a summarised conclusion.
- Language features: usually present tense; use of conjunctions of time and cause and effect; use of passive voice:
  - \* For cause and effect e.g. *this means that..., as a result..., owing to..., in order to, leading to..., where..., when..., therefore..., consequently...*
  - \*To add information: e.g. *as well as..., furthermore..., additionally..., moreover..., not only...*
  - \*To compare: e.g. *like the..., similarly..., as with..., equally..., in contrast to..*, etc.
  - \*For emphasis: e.g. *most of all..., more importantly...*
  - \*Technical language, explaining what it means where necessary.
  - \*Descriptive language to illustrate key points and help the reader build a picture of what is being explained.
- Presentation: use of diagrams, flowcharts and other illustrations, paragraphing, conjunctions (if, when, because), subheadings, numbering.
- \*Knowledge of punctuation is a common theme throughout all English units:\***
  - know when to use capital letters, full stops, question marks, exclamations and commas in lists.
  - use commas after fronted adverbials.
  - indicate possession by using the possessive apostrophe with plural nouns.

**Suggested Topics for Explanations:**

- Plants and animals e.g. What do plants need to grow? Why are foxes coming into our gardens? Why trees don't fall over.
- Health and diet e.g. Why are vegetables good for us? The steps in a volcano erupting.

**Key Vocabulary:**

Explanations, explain, diagrams, flowcharts, process, machine, subheading, paragraphs, introduction, conclusion, labels, captions.

- Staying safe e.g. how to treat a cut, what you need for healthy teeth and gums.
- Familiar physical processes e.g. how does a kettle/a bicycle etc. work?
- Simple moral questions e.g. Why a character in a story should have told the truth.
- Play and invention e.g. Why rainbows don't wobble in the wind...

ENGLISH CURRICULUM DESIGN – YEAR 3

PERSUASION

NATIONAL CURRICULUM

Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-Ask questions to improve their understanding of a text.</li> <li>-Identify how language, structure, and presentation contribute to meaning.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-discussing and recording ideas</li> </ul> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and edit:</p> <ul style="list-style-type: none"> <li>-non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others’ writing and suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>-Use the present perfect form of verbs in contrast to the past tense.</li> <li>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>-Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>

KNOWLEDGE

KEY QUESTIONS

**Children will know that persuasion:**

- Can be in the form of radio and TV adverts.
- Aims to convince us to buy or do something.

**Children will know that these are features of persuasion and will apply these to their writing:**

- Catchy title/heading/slogan/radio jingle
- Pictures and captions.
- Colourful and bright posters/leaflets.
- Include offers and discounts in their adverts.
- Persuasive language, e.g. ... *‘this is the best place to go.....’*, *‘you’ll never find a better offer...’* etc.
- Use of conjunctions, e.g. *‘If you buy this now you will not regret it!’*
- Use of exclamation marks to emphasise a point or deal.
- Use of question sentences, punctuated correctly with a question mark, e.g. *Have you heard of the best ...?*

**\*Knowledge of punctuation is a common theme throughout all English units:\***

- Know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- Indicate possession by using the possessive apostrophe with plural nouns.

What is an advert?

What is the advert trying to convince us to do or buy?

How is the advert trying to convince us to buy or do something?

## POSSIBLE OUTCOMES

- Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.
- Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.
- Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.
- Create simple posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.
- Explore persuading and being persuaded in a variety of real life situations through role-play and drama e.g. Sellers at a market calling for you to buy their products, radio adverts etc.

### Previous learning:

#### Year 2:

Within reciprocal reading:

- As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.
- Evaluate simple persuasive devices, e.g. say which posters in a shop or TV adverts would make them want to buy something, and why.

### Next learning:

#### Year 4:

#### Children will know that persuasion and debates:

- Make a case for a particular point of view.
- Convince someone to do or buy something.

#### Children will know that these are features of persuasion and will apply these to their writing:

- Introduction and conclusion to introduce the topic and opinion.
- Paragraphs organised to prioritise the most important argument.
- Viewpoint of the writer is clear throughout the piece of persuasive writing.
- Use of memorable language: slogans, key words, alliteration, humour, rhyme.
- Emotive language to engage the audience and provoke their empathy.
- Questioning the reader to make them think about the issue.

#### Children will know that these are features of oral debate:

- Questioning the opposing side.
- Presenting factual information combined with opinion.
- Speaking clearly and concisely.
- Listening to the views of the opposing side.

#### \*Knowledge of punctuation is a common theme throughout all English units:\*

- know when to use capital letters, full stops, question marks, exclamations and commas in lists.
- use commas after fronted adverbials.
- indicate possession by using the possessive apostrophe with plural nouns.

Text Examples:	Key Vocabulary:
<p>Written adverts – posters Radio adverts TV adverts Leaflets advertising places to visit</p>	<p>Persuasion, persuading, advert, commercial, radio, radio jingle, opinion, viewpoint, memorable language, slogans, alliteration, rhyme, humour, holiday brochure, reports, newspaper article, audience.</p>