

## Weekly literacy framework plan: Narrative Unit 1

<p><b>Building on prior learning and intervention materials</b>  <b>Check that children can already:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of a familiar setting when discussing a story read on paper and on screen.</li> <li>Compose and punctuate a simple sentence.</li> </ul>	<p>Learning objectives and <i>Children's learning outcomes</i></p> <p><b>Most children will learn to:</b></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Sustain conversation, explain or give reasons for their views or choices (covered in whole class discussion and hot seating)</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Follow up others' points and show whether they agree or disagree in whole-class discussion (covered in whole class discussion and hot seating)</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Use some drama strategies to explore stories or issues</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Explore how different texts appeal to readers using varied sentence structures and descriptive language</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Share and compare reasons for reading preferences, extending the range of books read</li> <li>Identify features that writers use to provoke readers' reactions</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Select and use a range of technical and descriptive vocabulary</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> </ul> <p><b>12. Presentation</b></p> <ul style="list-style-type: none"> <li>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins (covered throughout unit)</li> <li>Develop accuracy and speed when using keyboard skills to type, edit and re-draft (covered in previous non-fiction unit 1)</li> </ul>	<p><b>Word structure and Spelling</b></p> <ul style="list-style-type: none"> <li>Spell high and medium frequency words</li> <li>Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</li> <li>Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules</li> </ul> <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Show relationships of time, reason and cause through subordination and connectives</li> <li>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> <li>Clarify meaning through the use of exclamation marks and speech marks</li> </ul>	<p><b>Curriculum links</b></p> <p>Content for grammar lessons relates to Romans (history topic), email (ICT topic) or rocks (science topic)</p> <p>PSHE – morals of stories</p>
---	---	--	---

Class: Year 3	Year: 2009/10	Term: Autumn 2	Wk 1 (02/11/09 to 06/11/09)	Teacher:
---------------	---------------	----------------	-----------------------------	----------

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	INSET	INSET	INSET	INSET	INSET	INSET	INSET
2	Comprehension  Use some drama strategies to explore stories or issues  Share and compare reasons for reading preferences, extending the range of books read  SwFS001	Read through the story as a class and explain any difficult words. Model how to answer in full sentences and explain need to do this in work. Answer comprehension questions on a short story (Long Bony Fingers)	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	Hot seating in groups, then as a class with each child pretending to be a character from the story and answering questions on it	
3	To demonstrate, deduce and imply characters feelings  Explore how different texts appeal to readers using varied sentence structures and descriptive language  Identify features that writers use to provoke readers' reactions  SwFS002	Explain how authors imply characters feelings by describing their actions, words and facial expressions. Ask children to show being happy, sad, in a rush, excited, scared, angry Model how to complete independent work	MUST: choose one emotion from a list of emotions to say how a character is feeling, from a description of their actions	SHOULD: identify how a character is feeling from description of their actions, without a list of potential answers	COULD: describe characters actions to imply their emotions	Children read out some of their descriptions of characters actions and other children try to work out how the character felt	
4	Grammar  Use to, too and two correctly  SwFS003	Explain how To / too / two are all homophones (words that sound the same but are spelt differently). Explain when each of them should be used: Two – for the number 2 Too – has 2 meanings: 1) also / as well e.g. can Sarah come too 2) more than is needed e.g. I ate too much To – this is the most often used of the three words (if you think two or too don't fit, then use to) Explain how to complete the worksheet: sentences about Romans (history topic), email (ICT topic) or rocks (science topic) are grouped in sets of three – children need to fill in the missing 'to'	MUST: be aware that there are three spellings of 'to' and each version is used in different contexts	SHOULD: demonstrate knowledge of when to use either to, too or two correctly by filling in the blanks	COULD: demonstrate knowledge of when to use either to, too or two correctly by creating their own sets of three sentences using each version of 'to'	Compare their answers and / or sentences with their partner. Discuss any mistakes and make corrections.	
5	To learn what similes and metaphors are and how to use them  Identify features that writers use to provoke readers' reactions  SwFS004	Talk through PP on similes and metaphors (several available on <a href="http://primaryresources.co.uk">primaryresources.co.uk</a> ). Explain how a simile is when you say something is like something else e.g. as brave as a lion in battle Explain how a metaphor is when you say something is something else e.g. he is a lion in battle. Model how to do independent work. Give children extensive list of similes and common items used for metaphors	MUST: fill in the missing word to complete some similes and metaphors	SHOULD: correctly identify whether each sentence is a simile or a metaphor	COULD: make up their own similes and metaphors to describe characters, settings or objects	Children come up with and share their own similes and metaphors	

Class: Year 3	Year: 2009/10	Term: Autumn 2	Wk 2 (09/11/09 to 13/11/09)	Teacher:
---------------	---------------	----------------	-----------------------------	----------

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Comprehension</p> <p>Use some drama strategies to explore stories or issues</p> <p>Share and compare reasons for reading preferences, extending the range of books read</p> <p>SwFS005</p>	<p>Model how to answer in full sentences and explain need to do this in work. Answer comprehension questions on a short story (The Good Turn).</p>	<p>MUST: answer questions requiring lower order thinking skills</p>	<p>SHOULD: answer questions requiring lower order, and some higher order thinking skills</p>	<p>COULD: answer questions requiring higher order thinking skills</p>	<p>Hot seating in groups, then as a class with each child pretending to be a character from the story and answering questions on it</p>	
2	<p>To learn what personification is and how to use it</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>SwFS006</p>	<p>Talk through PP on personification. PP includes a poem about a house with examples of personification. Discuss examples using objects in the class e.g. 'the red colour of the fire extinguisher warned me not to touch it'</p> <p>Model how to do independent work</p> <p>Give children list of words to use in personification and commonly personified objects</p>	<p>MUST: fill in the missing word to complete some examples of personification, with adult support</p>	<p>SHOULD: fill in the missing word to complete some examples of personification, without adult support</p>	<p>COULD: make up their own examples of personification</p>	<p>Children come up with and share their own examples of personification</p>	
3	<p>To describe objects in detail</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>SwFS007</p>	<p>Display PP slide with photos of different objects. Above the objects are questions to prompt description e.g. how does it smell, what does it feel like?</p> <p>Read model description I have written of a diggeridoo.</p> <p>Ask children to spot VCOP and multisensory description in my model description.</p> <p>Handout laminated copy of sheet with vocabulary to help describe objects. Children stick success criteria at the top of their page.</p> <p>After they have described one object ask them to stop and assess their work against the success criteria. Remind them to work on including anything they have not included so far.</p> <p>After they have described their second object in pairs children swap books, read each other's work and give each other 2 stars and one wish.</p> <p>Children write a description of a 3<sup>rd</sup> object.</p>	<p>MUST: describe the appearance of several objects</p>	<p>SHOULD: describe the appearance, age, feel, sound and smell of several objects, using interesting adjectives</p>	<p>COULD: use similes, metaphors and personification to describe objects</p>	<p>Swap books again and partner to assess if they have used their feedback well, and done what their wish was</p>	

4	<p>Grammar</p> <p>Use there, their and they're correctly</p> <p>SwFS008</p>	<p>Explain how there / their / they're are all homophones (words that sound the same but are spelt differently).          Their - belonging to them e.g. it was their house          They're – contraction of they are e.g. they're going to be late          There – use this when the other two don't fit the sentence e.g. the park is just over there          Explain how to complete the worksheet: sentences about Romans (history topic), email (ICT topic) or rocks (science topic) are grouped in sets of three with a space for the correct version of 'there' – children need to fill in the blank</p>	<p>MUST: be aware that there are three spellings of 'there' and each version is used in different contexts</p>	<p>SHOULD: demonstrate knowledge of when to use either there, their or they're correctly by filling in the blanks</p>	<p>COULD: demonstrate knowledge of when to use either there, their or they're correctly by creating their own sets of three sentences using each version of 'there'</p>	<p>Compare their answers and / or sentences with their partner. Discuss any mistakes and make corrections.</p>	
5	<p>To describe settings in detail</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>SwFS009</p>	<p>Talk through PP on describing settings. PP has photos of Oxford St on a sunny day with sound effect of people chatting and footsteps, and a rainy day with the sound of rain and wind.          Above the photos are questions to prompt description .e.g. what might you smell, what might you hear?          Read model description of how to describe a setting to change the mood that the reader feels.          Ask children to spot VCOP and multisensory description in my model description.          Handout laminated copy of sheet with vocabulary to help describe settings.          Children to stick success criteria at the top of their page. Stop children after each paragraph and get them to check their work against the success criteria.</p>	<p>MUST: describe Oxford St on a sunny day and on a rainy day, and the dinner hall at lunchtime and late at night</p>	<p>SHOULD: use their description to create mood or atmosphere</p>	<p>COULD: use similes, metaphors and personification in their description</p>	<p>Children share their descriptions, others see if they can guess which setting and suggest improvements to the description</p>	

Class: Year 3	Year: 2009/10	Term: Autumn 2	Wk 3 (16/11/09 to 20/11/09)	Teacher:
---------------	---------------	----------------	-----------------------------	----------

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Comprehension</p> <p>Use some drama strategies to explore stories or issues</p> <p>Share and compare reasons for reading preferences, extending the range of books read</p> <p>SwFS010</p>	<p>Read through story (The Dress) as a class and summarise the story.</p> <p>Model how to answer in full sentences and explain need to do this in work.</p> <p>Answer comprehension questions on the story</p>	<p>MUST: answer questions requiring lower order thinking skills</p>	<p>SHOULD: answer questions requiring lower order, and some higher order thinking skills</p>	<p>COULD: answer questions requiring higher order thinking skills</p>	<p>Hot seating in groups, then as a class with each child pretending to be a character from the story and answering questions on it</p>	
2	<p>To describe characters in detail</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>SwFS011</p>	<p>Display characters PP. PP has drawings of several people with obvious characters e.g. prisoner, kind granny, secret spy</p> <p>Above the drawings are questions to prompt description e.g. what personality do they have, what is their name, how old are they?</p> <p>Read model description of how to describe one of the characters.</p> <p>Ask children to spot VCOP and multisensory description in my model description.</p> <p>Handout laminated copy of sheet to help describe characters and objects</p> <p>Children stick success criteria at the top of their page.</p> <p>After they have described one character ask them to stop and assess their work against the success criteria. Remind them to work on including anything they have not included so far.</p> <p>After they have described their second character, in pairs children swap books, read each other's work and give each other 2 stars and one wish.</p> <p>Children write a description of a 3<sup>rd</sup> character.</p>	<p>MUST: describe the appearance and personality of several characters</p>	<p>SHOULD: also describe how characters sound and smell, using interesting adjectives</p>	<p>COULD: use similes, metaphors and personification to describe characters</p>	<p>Swap books again and partner to assess if they have used their feedback well, and done what their wish was</p>	
3	<p>Comprehension</p> <p>Use some drama strategies to explore stories or issues</p> <p>Share and compare reasons for reading preferences, extending the range of books read</p>	<p>Read through story (Teaching a lesson) as a class and summarise the story.</p> <p>Model how to answer in full sentences and explain need to do this in work.</p> <p>Answer comprehension questions on the story</p>	<p>MUST: answer questions requiring lower order thinking skills</p>	<p>SHOULD: answer questions requiring lower order, and some higher order thinking skills</p>	<p>COULD: answer questions requiring higher order thinking skills</p>	<p>Hot seating in groups, then as a class with each child pretending to be a character from the story and answering questions on it</p>	

4	<p>Grammar</p> <p>Use apostrophes for ownership / possession</p> <p>SwFS013</p>	<p>Explain how apostrophes are used to show ownership in two ways: before an s or after an s</p> <p>The apostrophe comes before the s when the word you are saying has ownership is singular (only one) e.g. Sean's house</p> <p>The apostrophe comes after the s when the word you are saying has ownership is plural (more than one) e.g. Birds' wings</p> <p>When a word has an s on the end but does not have ownership you do not use an apostrophe.</p> <p>Worksheet with sets of 3 sentences, each space needs an s and children need to decide if an apostrophe is needed, and if it is needed, where the apostrophe should be.</p>	<p>MUST: know that apostrophes are used to show ownership</p>	<p>SHOULD: use apostrophes before an s and know when they are not needed</p>	<p>COULD: use apostrophes before <i>and after</i> s correctly</p>	<p>Compare their answers and / or sentences with their partner. Discuss any mistakes and make corrections.</p>	
5	<p>Plan a story using the opening-problem-resolution-ending structure</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>SwFS014</p>	<p>Read model story plan (not including resolution and ending as this will spoil reading the actual model story over the next week or so).</p> <p>Children write a story plan, on a planning frame to include:</p> <ul style="list-style-type: none"> <li>• Description of a familiar setting</li> <li>• Description of 2 characters</li> <li>• Build-up – moving from part of the building / location to another part</li> <li>• Problem</li> <li>• Failed resolution</li> <li>• Successful resolution</li> <li>• Ending</li> </ul> <p>Do plans on separate paper so children can look at them without having to go back and forth in their books</p> <p>LA to be taken out and write a whole story with opening-problem-resolution-ending structure (with less detail) as they need to work on having this structure in their stories</p>	<p>MUST: write a whole story with an opening-problem-resolution-ending structure (with less detail) with adult support</p>	<p>SHOULD create a detailed story plan <i>with</i> adult support</p>	<p>COULD: create a detailed story plan <i>without</i> adult support</p>	<p>Children swap plans, peer assess their plans and suggest improvements</p>	

Class: Year 3	Year: 2009/10	Term: Autumn 2	Wk 4 (23/11/09 to 27/11/09)	Teacher:
---------------	---------------	----------------	-----------------------------	----------

Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary/Homework	Evaluation
			LA	MA	HA		
1	<p>Write the opening of a story</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>SwFS015</p>	<p>Read through opening of model story. Ask children to spot VCOP and multisensory description in my opening. Handout laminated copy of sheets with vocabulary to help describe characters, settings and objects, as well as laminated sheet of connectives, similes and metaphors and personification. LA to be taken out and write a whole story with opening-problem-resolution-ending structure (with less detail) as they need to work on having this structure in their stories. Children to stick success criteria at top of page. Spend 7-8 minutes writing description of setting. Stop children and ask them to read their paragraph again checking for full stops, capital letters and commas. Ask children to assess their work against the success criteria. Tell children to leave a blank line because they are starting a new paragraph. Write description of first character. Repeat checking and assessing steps above. Write description of second character.</p>	<p>MUST: write a whole story with an opening-problem-resolution-ending structure (with less detail) with adult support</p>	<p>SHOULD: describe characters, settings and objects using interesting vocabulary</p>	<p>COULD: describe characters, settings and objects using similes, metaphors and personification</p>	<p>Children to complete self-assessment against success criteria</p>	
2	<p>Write the build-up and problem sections of a story</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>SwFS016</p>	<p>Read through problem section of model story. Ask children to spot VCOP and multisensory description in my problem section. Handout laminated copy of sheets with vocabulary to help describe characters, settings and objects, as well as laminated sheet of connectives, similes and metaphors and personification. LA to be taken out and write a whole story with opening-problem-resolution-ending structure (with less detail) as they need to work on having this structure in their stories. Children to stick success criteria at top of page. Spend 10 minutes writing build-up. Stop children and ask them to read their paragraph again checking for full stops, capital letters and commas. Children swap books and their partner peer assesses their work against the success criteria and give them 2 stars and a wish. Tell children to leave a blank line because they are starting a new paragraph. Write problem section.</p>	<p>MUST: write a whole story with an opening-problem-resolution-ending structure (with less detail) with adult support</p>	<p>SHOULD: write the build-up and problem section of their story</p>	<p>COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification</p>	<p>Children swap books, peer assess their work and discuss if they managed to included the wish that their partner gave them</p>	

3	<p>Write the resolution section of a story</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>SwFS017</p>	<p>Read through resolution section of model story. Ask children to spot VCOP and how characters' feelings are implied through description rather than said explicitly e.g. 'his brow furrowed' in my problem section. Handout laminated copy of sheets with vocabulary to help describe characters, settings and objects, as well as laminated sheet of connectives, similes and metaphors and personification. LA to be taken out and write a whole story with opening-problem-resolution-ending structure (with less detail) as they need to work on having this structure in their stories Children to stick success criteria at top of page. Spend 12 minutes writing the failed resolution section. Stop children and ask them to read their paragraph again checking for full stops, capital letters and commas. Children swap books and their partner peer assesses their work against the success criteria and give them 2 stars and a wish. Tell children to leave a blank line because they are starting a new paragraph. Write successful resolution section.</p>	<p>MUST: write a whole story with an opening-problem-resolution-ending structure (with less detail) with adult support</p>	<p>SHOULD: write a failed attempt to resolve the problem and a successful attempt to resolve the problem</p>	<p>COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification</p>	<p>Children swap books, peer assess their work and suggest improvements</p>	
---	--	--	--	--	--	---	--

4	<p>Grammar</p> <p>Apostrophes for contractions</p> <p>SwFS018</p>	<p>Explain some words can be contracted (shortened) from two separate words into one word.  The letters that are taken out are replaced by an apostrophe.  As a class think of some examples of words that have been contracted and what their contractions are.  Split children into teams of contractions and not contractions.  Each child is given a laminated card with a contraction or a full-length version of two words that can be contracted together.  Start off with the list of contractions for the 'o' in 'not'.  They need to find their partner – the person with the contraction needs to find the person with the full-length version of the word and vice versa. When they find their partner they need to learn how to say and how to spell their words, and come up with a sentence using their words.  Go round children in turns and ask them each to say what was on their flash card.  Get the contractions team to swap their cards amongst themselves and get the non-contractions team to swap their cards amongst themselves.  Repeat the game. Try to get quicker at everyone finding their partner each time you play again.  Collect 1 flash cards for the 'o' in 'not'  Introduce second set of flash cards with contractions below</p> <table border="1" data-bbox="394 711 898 1013"> <tr> <td>_____ will</td> <td>_____ 'll</td> </tr> <tr> <td>_____ is</td> <td>_____ 's</td> </tr> <tr> <td>_____ are</td> <td>_____ 're</td> </tr> <tr> <td>_____ would</td> <td>_____ 'd</td> </tr> <tr> <td>_____ have</td> <td>_____ 've</td> </tr> <tr> <td>_____ had</td> <td>_____ 'd</td> </tr> <tr> <td>_____ has</td> <td>_____ 's</td> </tr> </table> <p>Explain how you can fill in the blanks with:</p> <ul style="list-style-type: none"> <li>• Pronouns: I You He She They We It</li> <li>• Questions: Who, What, When, Where, Why or How</li> </ul> <p>Hand out new set of flash cards, swapping around which team is the contractions and which team is the non-contractions  Children to find their partner and fill in the blank in as many different ways as they can.  Tell children they need to have a sentence ready to read to the rest of the class, using their contraction and their non-contraction  Children read out their sentences to the rest of the class  Ask children to work in pairs to write as many contractions as they can remember in their books</p>	_____ will	_____ 'll	_____ is	_____ 's	_____ are	_____ 're	_____ would	_____ 'd	_____ have	_____ 've	_____ had	_____ 'd	_____ has	_____ 's	<p>MUST: know what a contraction is and that the apostrophe replaces missing letters</p>	<p>SHOULD: Remember some common contractions</p>	<p>COULD: Remember <i>many</i> common contractions</p>	<p>Discuss when contractions are used (in speech and informal writing) and when they are avoided (in formal writing and speaking)</p> <p>Watch clip of Queen's speech. Ask children to spot words where she could use contractions, and if does or does not use them available on youtube</p> <p>Listen to 'Dance with me' by Dizzee Rascal (<b>don't show the video</b>). Ask kids to listen out for contractions. Can they spot any that aren't 'proper' English like 'Gonna' instead of going to, available on youtube</p>	
_____ will	_____ 'll																				
_____ is	_____ 's																				
_____ are	_____ 're																				
_____ would	_____ 'd																				
_____ have	_____ 've																				
_____ had	_____ 'd																				
_____ has	_____ 's																				

5	<p>Write the ending to a story</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>SwFS019</p>	<p>Discuss what we could include in our endings to make them longer – ‘the end’, ‘and then I woke up’ and ‘then we all went home’ are banned.</p> <p>Display spider diagram with ideas listed below for children to use.</p> <p>Read through ending section of model story and see how I have used some of these ideas.</p> <ul style="list-style-type: none"> <li>• A journey home</li> <li>• A change of setting</li> <li>• A new minor character</li> <li>• What happens to the characters already in the story</li> <li>• Have an event – a party, a ceremony, a court case, a funeral</li> <li>• Have returning characters</li> <li>• Describe how characters have changed because of the events of the story</li> </ul> <p>Discuss success criteria and stick tick sheets in books e.g. capital letters and full stops, using connectives etc</p> <p>LA to be taken out and write a whole story with opening-problem-resolution-ending structure (with less detail) as they need to work on having this structure in their stories</p> <p>Children to stick success criteria at top of page.</p> <p>Spend 7-8 minutes writing a paragraph using one of the ideas above.</p> <p>Stop children and ask them to read their paragraph again checking for full stops, capital letters and commas.</p> <p>Ask children to assess their work against the success criteria.</p> <p>Tell children to leave a blank line because they are starting a new paragraph.</p> <p>Write another paragraph using one of the ideas from above.</p> <p>Repeat checking and assessing steps above.</p> <p>Write final paragraph using one of the ideas from above.</p>	<p>MUST: write a whole story with an opening-problem-resolution-ending structure (with less detail) with adult support</p>	<p>SHOULD: write an ending with 3 paragraphs</p>	<p>COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification</p>	<p>Children to complete self-assessment against success criteria</p>	
---	--	---	--	--	--	--	--