

<p>Prior learning:</p> <ul style="list-style-type: none"> Identify the key elements of a range of settings when discussing a story read on paper or on screen. Understand that a story builds to a climax for a reader, followed by a resolution to the main problem encountered by the central character. Compose and punctuate a simple and a compound sentence. 	<p>Most children learn to:</p> <p>3. Group discussion and interaction</p> <ul style="list-style-type: none"> Use talk to organise roles and actions Actively include and respond to all members of the group <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Identify features that writers use to provoke readers' reactions <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> Signal sequence, place and time to give coherence <p>11. Sentence structure and punctuation</p> <ul style="list-style-type: none"> Show relationships of time, reason and cause through subordination and connectives <p>Learning outcomes:</p> <p>Children can identify the main text features of a quest myth, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem.</p> <p>Children can question others to find out further detail about a narrative.</p> <p>Children can tell a story orally, based on their reading, organised in a clear sequence.</p> <p>Children can write a complete quest myth organised into a clear sequence of events.</p>	<p>Word structure and Spelling</p> <ul style="list-style-type: none"> Spell high and medium frequency words Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules <p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> Show relationships of time, reason and cause through subordination and connectives Compose sentences using adjectives, verbs and nouns for precision, clarity and impact Clarify meaning through the use of exclamation marks and speech marks 	<p>Curriculum links</p> <p>History – Ancient times e.g. Roman:</p> <p>Science – grammar lessons based on science content</p>
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Weekly literacy framework plan: Narrative Unit 2

Class: Year 3		Year:	Term:	Wk 1			Teacher:
Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary	Evaluation
			LA	MA	HA		
M	INSET	INSET	INSET	INSET	INSET	INSET	
Tu	<p>Comprehension</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>M+L001</p>	<p>Read through Romulus and Remus as a class, summarise the story and discuss success criteria e.g. full sentences, answers from text etc. Answer several Qs as a class. Children answer comprehension questions on Romulus and Remus.</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>	
W	<p>Children to create a poster about one aspect of 2 Greek myths</p> <p>Use talk to organise roles and actions</p> <p>Actively include and respond to all members of the group</p> <p>M+L002</p>	<p>Split class into pairs. Each pair will be assigned 2 out of 6 myths to read at: http://www.mythweb.com/</p> <p>Each pair will be assigned one of the following topics:</p> <ul style="list-style-type: none"> • Heroes • Monsters • Settings • Problems - Resolutions • Gods / Goddesses • Methods of travelling <p>Children to make a poster to present to the class about their topic, from the 2 stories they read.</p>	<p>MUST: make a poster</p>	<p>SHOULD: only include information on their poster that is relevant to their topic</p>	<p>COULD: read more of the stories, other than the 2 assigned to them</p>	<p>Children to practice presenting their poster to another pair and use feedback system of 2 stars and a wish</p>	
Th	<p>Present their poster</p> <p>Children can identify the main text features of a quest myth</p> <p>M+L003</p>	<p>Children to practice presenting their posters made in the previous lesson, and then present them. Remind children of how to make a good presentation and how to be a good audience. I will question audience to make sure they are listening. Listening to the presentations should hopefully give the children plenty of ideas for writing their own quest myths.</p>	<p>MUST: give a presentation and listen quietly to other children's presentations</p>	<p>SHOULD: speak clearly and be able to answer questions on other children's presentations</p>	<p>COULD: see the common themes and features to all of the myths</p>	<p>Discuss links and common themes / features</p>	

F	<p>Grammar</p> <p>Use commas in a list</p> <p>Use apostrophes for possession</p> <p>M+L004</p>	<p>Revise what a list is and LA to re-write lists (about teeth and eating) that include too many 'ands', with commas and only one and before the last item.</p> <p>Revise how apostrophes are used to show ownership:</p> <ul style="list-style-type: none"> • The apostrophe comes before the s when the word you are saying has ownership is singular (only one) e.g. a carnivore's teeth. • The apostrophe comes after the s when the word you are saying has ownership is plural (more than one) e.g. all carnivores' teeth. • When a word has an s on the end but does not have ownership you do not use an apostrophe. <p>MA to fill in missing s in sentences and decide if an apostrophe is needed or not.</p> <p>HA as for MA, but also to decide if, when an apostrophe is needed, it should go before or after the s</p>	<p>MUST: use commas in a list correctly</p>	<p>SHOULD: use apostrophes (before the s and no apostrophe) for ownership correctly</p>	<p>COULD: use apostrophes (<i>after the s for plurals</i>, before the s for singular and no apostrophe) for ownership correctly</p>	<p>Compare their answers and / or their own examples with their partner. Discuss any mistakes and make corrections.</p>	
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Class: Year 3	Year:	Term:	Wk 2	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary	Evaluation
			LA	MA	HA		
M	<p>Comprehension</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>M+L005</p>	<p>Read through The Story of Arachne as a class, summarise the story and discuss success criteria e.g. full sentences, answers from text etc.</p> <p>Answer several Qs as a class.</p> <p>Children answer comprehension questions on The Story of Arachne.</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>	
Tu	<p>Describe characters in detail</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>M+L006</p>	<p>Display characters PP. PP has drawings of several heroes and Gods e.g. Hercules, Pluto, Zeus etc</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>Tell children to take out sheets to help with openers, connectives and to describe characters and settings.</p> <p>Give similes and metaphors prompt sheet to HA.</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 3rd character.</p>	<p>MUST: describe the appearance and personality of several characters</p>	<p>SHOULD: also describe how characters sound and smell and what powers or talents they have</p>	<p>COULD: use similes, metaphors and personification to describe characters</p>	<p>Children read each other's third descriptions to see if their partner has worked on their wish</p>	

W	<p>Describe settings in detail</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>M+L007</p>	<p>Talk through PP on describing settings. PP has photos of settings e.g. ship in a storm, Atlantis, Mount Olympus etc.</p> <p>Above the photos are questions to prompt description e.g. what might you smell, what might you hear?</p> <p>Read model description of how to describe a setting to set the mood that the reader feels. Ask children to spot VCOP and multisensory description in my model description.</p> <p>Tell children to take out sheets to help with openers, connectives and to describe characters and settings.</p> <p>Give similes and metaphors prompt sheet to HA.</p> <p>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>	MUST: describe several settings	SHOULD: describe settings to create mood	COULD: use similes, metaphors and personification to describe settings to create mood	Children share their descriptions, others see if they can guess which character and give feedback using 2 stars and a wish	
Th	<p>Grammar</p> <p>Irregular past tense verbs</p> <p>M+L008</p>	<p>Revise how adding the suffix '-ed' to a verb makes it past tense.</p> <p>Explain to children that some verbs have irregular past tense forms e.g. brought, led, shot</p> <p>On the carpet ask children in partners to think of as many irregular past tense verbs as they can and make a table of these on the whiteboard with the headings '-ed' endings and 'Irregular' endings.</p> <p>On laptops, children will have a range of verbs – half will have regular '-ed' endings, half will have irregular endings.</p> <p>In PP children will need to drag and drop the verb so that it is under the correct heading – they can find out which heading each verb should be under by looking up the word in the dictionary – if it is irregular its past tense form will be in bold next to its present tense form, if it is regular its past tense form will not be next to it.</p> <p>Children who finish this quickly can go to http://www.myenglishteacher.net/irregular_verbs.html and find examples of verbs that have different simple past tenses and past participles e.g. begin / began / begun</p>	MUST: know the difference between regular and irregular verbs	SHOULD: use a dictionary to find out if a verb is regular or irregular	COULD: find examples of words that have different simple past tense and past participle forms	In house groups children to think of and find as many examples of irregular past tense verbs as they can	

F	<p>Big write</p> <p>Children can write a complete quest myth organised into a clear sequence of events.</p> <p>M+L009</p>	<p>Explain that we are going to be writing a whole story in this lesson.</p> <p>Read model story and plan that it was based on. Look at how brief plan is – a skeleton with no flesh, the story is the flesh, organs, hair and so on.</p> <p>Give children a plan of:</p> <p>Opening – a slave, his master and set in Rome</p> <p>Build-up – slave steals food because he is starving</p> <p>Problem – master catches him and as a punishment the slave is forced to fight in the Colosseum</p> <p>Resolution – slave manages to defeat the animals and other gladiators</p> <p>Ending – slave is given Roman citizenship and retires to run a farm and live contentedly</p> <p>Tell children to take out:</p> <ul style="list-style-type: none"> • laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children • laminated sheet of connectives and openers • laminated sheet of similes, metaphors and personification to middle / higher ability only. <p>Children to stick success criteria at top of page.</p> <p>Children spend 8 minutes on writing each of the following sections of a story:</p> <ul style="list-style-type: none"> • Opening (describing characters and setting) • Build-up • Problem • Resolution • Ending <p>After each section:</p> <ul style="list-style-type: none"> • stop children and get them to spend a minute self-assessing themselves against their success criteria • get children to spend another minute checking their work for capital letters, full stops, commas and spelling • tell children to leave a blank line because they are starting a new paragraph 	<p>MUST: write a story on a writing frame with the sections demarcated for them</p>	<p>SHOULD: write a story without a writing frame</p>	<p>COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification in their story</p>	<p>Children self assess their work against the success criteria</p>	
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Class: Year 3	Year:	Term:	Wk 3	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary	Evaluation
M	<p>Comprehension</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>M+L010</p>	<p>Read through The Story of Orpheus as a class, summarise the story and discuss success criteria e.g. full sentences, answers from text etc.</p> <p>Answer several Qs as a class.</p> <p>Children answer comprehension questions on The Story of Orpheus.</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>	
Tu	<p>Plan an extended quest myth</p> <p>Signal sequence, place and time to give coherence</p> <p>M+L011</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>Discuss ideas we could use for our stories and record some ideas on the board for children to use.</p> <p>Children write / draw a story plan, on a planning frame to include:</p> <ul style="list-style-type: none"> • Opening - description of an ancient setting, a hero and the reason he needs to go on a quest • Build-up and problem – description of 2nd evil character, journey and horrible setting • Resolution – description of monster / object, failed resolution and successful resolution • Ending – journey home, description of nice setting and an event e.g. wedding, funeral etc <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 to write the first half of a whole story as they still need to get the basic story structure and work on sentence construction</p>	<p>MUST: begin a whole myth with an opening and a problem</p>	<p>SHOULD: create an extended story plan with adult support</p>	<p>COULD: create an extended story plan without adult support</p>	<p>In partners children tell each other their stories orally, and question each other</p>	
W	<p>Write the opening to a quest myth</p> <p>Signal sequence, place and time to give coherence</p> <p>Show relationships of time, reason and cause through</p>	<p>Read through opening of model story.</p> <p>Ask children to spot VCOP and multisensory description in my opening.</p> <p>Tell children to take out:</p> <ul style="list-style-type: none"> • laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children • laminated sheet of connectives and openers • laminated sheet of similes, metaphors and personification to middle / higher ability only. <p>Children to stick success criteria at top of page.</p> <p>Spend 7-8 minutes writing description of setting.</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</p>	<p>MUST: finish their story with a resolution and an ending</p>	<p>SHOULD: include multi-sensory description in their opening</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>	

	subordination and connectives M+L012	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 why the character needs to go on the quest. Repeat checking and assessing steps above. LA to be taken out to finish the second half of the story they started previously					
Th	Grammar Write direct speech correctly M+L013	Explain how to write direct speech: <ul style="list-style-type: none"> • start a new line for each different speaker. • put speech marks around the words that are said. • use a comma to show the break between speech and 'non-spoken words' (unless there is a question or exclamation mark at the end of the speech) • use a capital letter at the start of speech. Model how to do this with a couple of sentences from the independent worksheets; these are passages including direct speech, but without any of the features given above e.g. no speech marks.	MUST: rewrite a passage to punctuate direct speech correctly, where it is obvious where the speech is	SHOULD: rewrite a passage to punctuate direct speech correctly, where it is <i>less</i> obvious where the speech is	COULD: write their own passage of direct speech, punctuated correctly	In pairs children swap books and discuss any mistakes and why they are mistakes. Correct their own work after discussion	
F	Big write Children can write a complete quest myth organised into a clear sequence of events. M+L014	Explain that we are going to be writing a whole story in this lesson. Read model story and plan that it was based on, focusing on the resolution and the exciting action it describes. Give children a plan of: Opening – a Greek hero, a God / King and Ancient Greece Build-up – An evil plan to defeat the Greek hero by the God / King Problem – the hero has to go on a quest to recover a precious item Resolution – hero recovers the precious item Ending – hero returns home and is given a hero's welcome Tell children to take out: <ul style="list-style-type: none"> • laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children • laminated sheet of connectives and openers • laminated sheet of similes, metaphors and personification to middle / higher ability only. Children to stick success criteria at top of page. Children spend 8 minutes on writing each of the following sections of a story: <ul style="list-style-type: none"> • Opening (describing characters and setting) • Build-up • Problem • Resolution • Ending 	MUST: write a story on a writing frame with the sections demarcated for them	SHOULD: write a story without a writing frame	COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification in their story	Children peer assess their work against the success criteria, and give their partner one star and one wish	

		<p>After each section:</p> <ul style="list-style-type: none">• stop children and get them to spend a minute self-assessing themselves against their success criteria• get children to spend another minute checking their work for capital letters, full stops, commas and spelling• tell children to leave a blank line because they are starting a new paragraph					
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Class: Year 3	Year:	Term:	Wk 4	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary	Evaluation
			LA	MA	HA		
M	<p>Comprehension</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>M+L015</p>	<p>Read through The Story of Icarus as a class, summarise the story and discuss success criteria e.g. full sentences, answers from text etc.</p> <p>Answer several Qs as a class.</p> <p>Children answer comprehension questions on The Story of Icarus.</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>	
Tu	<p>Write the problem section of a quest myth</p> <p>Signal sequence, place and time to give coherence</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>M+L016</p>	<p>Read through problem section of model story. Ask children to spot VCOP and multisensory description in my problem section.</p> <p>Tell children to take out:</p> <ul style="list-style-type: none"> laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children laminated sheet of connectives and openers laminated sheet of similes, metaphors and personification to middle / higher ability only. <p>Children to stick success criteria at top of page. Spend 7-8 minutes writing description of 2nd main character.</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 description of journey. Repeat checking and assessing steps above.</p> <p>Write description of horrible setting. Repeat checking and assessing steps above.</p> <p>LA to be taken out to write the first half of a whole story as they still need to get the basic story structure and work on sentence construction</p>	<p>MUST: begin a whole myth with an opening and a problem</p>	<p>SHOULD: write the build-up and problem section of an extended myth</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>	
W	<p>Write the resolution section of a quest myth</p>	<p>Read through resolution section of model story. Focus on description of action and how to create suspense with language e.g. suddenly and frantically, and 'show not tell' sentences e.g. he eagerly leapt on to the boulder.</p>	<p>MUST: finish their story with a resolution and an ending</p>	<p>SHOULD: write the resolution section of an extended</p>	<p>COULD: describe action to create suspense</p>	<p>Children read their resolution section with as much expression as possible to</p>	

	<p>Signal sequence, place and time to give coherence</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>M+L017</p>	<p>Tell children to take out:</p> <ul style="list-style-type: none"> • laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children • laminated sheet of connectives and openers • laminated sheet of similes, metaphors and personification to middle / higher ability only. <p>Children to stick success criteria at top of page. Spend 7-8 minutes writing description of the monster / precious object.</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 description of failed resolution. Repeat checking and assessing steps above.</p> <p>Write description of successful resolution. Repeat checking and assessing steps above.</p>		myth		<p>their partner – partner listens and explains why they were / were not excited</p>	
Th	<p>Grammar</p> <p>Show relationships of time, reason and cause through subordination and connectives</p> <p>M+L018</p>	<p>Explain that a connective is a word that we use to join 2 different sentences together.</p> <p>Ask children to think of some connectives in partners and then take their ideas.</p> <p>Explain task: children will need to fill in missing connectives in sentence about teeth and healthy eating.</p>	MUST: fill in missing connectives in sentences	SHOULD: use and, but, so and because to join sentences	COULD: use a wider range of connectives to join sentences	<p>In partners children read their sentences to each other, picking out the connectives and checking that the sentences make sense.</p>	
F	<p>Write the ending section of a quest myth</p> <p>Signal sequence, place and time to give coherence</p> <p>Show relationships of time, reason and cause through subordination and connectives</p>	<p>Read through ending section of model story. Ask children to spot VCOP and multisensory description in my problem section.</p> <p>Tell children to take out:</p> <ul style="list-style-type: none"> • laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children • laminated sheet of connectives and openers • laminated sheet of similes, metaphors and personification to middle / higher ability only. <p>Children to stick success criteria at top of page. Spend 7-8 minutes writing description of journey home.</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</p>	MUST: write a whole myth with an opening-problem-resolution-ending structure	SHOULD: write the ending section of an extended myth	COULD: include a higher level of VCOP in their writing and / or similes, metaphors or personification	<p>Children peer assess their work against the success criteria, and give their partner one star and one wish</p>	

	M+L019	<p>criteria. Tell children to leave a blank line because they are starting a new paragraph. Write description of nice setting. Repeat checking and assessing steps above. Write description of an event e.g. a wedding , funeral etc. Repeat checking and assessing steps above. LA to be taken out to write a whole quest myth</p>					
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Children who cannot access the comprehension text because they are EAL or because of gaps in their phonic knowledge (low level 2bs or below this) should take part in a catch up reading scheme, such as ReadWriteInc. See Brooks (2007) by Googling 'Brooks, G. (2007) What works for pupils with literacy difficulties?' for a review of available programmes and their effectiveness.