



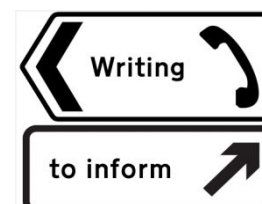
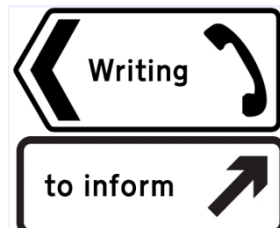
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| Literacy Medium Term Planning   | Year Group: 3 | Teacher: Mrs Hill/Miss Day |
| | Term: Autumn 2017 | Core Text: How to Train Your Dragon by Cressida Cowell Genres covered: <i>Non-chronological report - Inform</i> <i>Narrative flashback - Entertain</i> <i>Free-verse Poem to be performed - Entertain</i> <i>Biography - Inform</i> |

Writing purposes

KS1 – Visit each purpose once per term, building on skills of previous unit.

Lower KS2 – Years 3/4 – To entertain and to inform once per half term until Spring/ Summer term then introduce persuade and discuss.

Upper KS2 – Years 5/6 - Discussion and persuasion units from Spring term building on previous learning in LKS2.



| <p align="center">Phase 1 – Reading, Vocabulary & Drama</p> <p align="center">Collect</p> | <p align="center">Phase 2 – Planning and Developing</p> <p align="center">Ideas</p> <p align="center">Connect</p> | <p align="center">Phase 3 – Drafting & Editing</p> <p align="center">Create</p> |
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| <p>Purpose: To explore and learn the skills of writing through reading as a writer, deepen understanding and promote spoken language and Standard English.</p> <ul style="list-style-type: none"> -Writing outcome, audience and purpose should be shared with children at the start of a new writing unit. -Teacher to share a high quality WAGOLL, which has been hand-written to show children the expectation of the end of unit writing outcome and includes the key features of the checklist (which forms the majority of the teaching sequence and GPS). -The unit outcome checklist is to be created based on the NC objectives for each year group and the key skills that have been identified as the needs of your class/individual groups. -Whole class shared reading and guided reading form the focus of this part of the sequence as children are saturated in high quality examples of the genre. -Vocabulary collections begin to be generated as children ‘magpie’ writer’s expert words and phrases. The working wall begins to develop these collections alongside generalised sentence structure and composition taken from the text, modelling and starters. <p>Talk for Writing</p> <ul style="list-style-type: none"> -Children are given opportunities to learn a range of drama techniques which will allow them to explore character, setting and themes. Vocabulary continues to be collected as the children generate this through characterisation, the development of plot or cohesive text structure. This is where composition is orally rehearsed. <p>Use this phase flexibly to meet what the children will need during the writing phase and revisit if needed.</p> | <p>Purpose: To support the structure and composition of the children’s writing and organise and develop ideas.</p> <ul style="list-style-type: none"> -After initial reading and ripping of the text, WAGOLL and other good writing examples, the teacher should model and demonstrate and teach children composition. This should include: sentence structure and manipulation of clauses; a range of punctuation that is aimed at the age of the children and possibly higher to differentiate; structure and organisation of the text; manipulation of vocabulary and language features to hook and engage the reader. -The planning and build-up of writing should be integrated within the teaching sequence and broken down to enable the children to eventually create a complete piece of writing. -Sensational sentences, GPS skills, KPIs and PIs should be incorporated and linked where possible. -Shared, supported, guided and collaborative writing takes place throughout this phase and opportunities are provided for children to develop in detail individual sections of the text, depending upon the focus (unit outcome and the children you are teaching). -Washing lines and working walls are used to show individual sections that build up to a whole text, which are a mixture of the teacher’s and children’s work. | <p>Purpose: To write a first draft and improve using outcomes specific to the task.</p> <ul style="list-style-type: none"> -Children should write as readers and be constantly reminded of their purpose and audience for their writing. -Children should be reminded of the WAGOLL and be given the end of unit expectations for their written outcome (genre-specific skills / KPIs and PIs). -Extended pieces of writing are in-depth marked and children are given Think Pinks and/or Challenges to correct GPS and improve their writing in some way. This may just be individual sentences or complete sections of the text, e.g. introductory paragraph. -Children are given the opportunity to reflect on the progress they have made. Encourage children to use the checklists to identify what features they have used and the impact that these have had on the reader. Reflection comments in books show pupil voice and explicitly express individual learning and progress. <p align="center">Phase 4 – Published Outcomes</p> <p>Purpose: To present the final piece of writing to a high standard.</p> <ul style="list-style-type: none"> -Writing should be published on paper and presented to a high standard. Teacher should model and demonstrate the cursive script and what is expected in regards to presentational devices, depending on the writing outcome. -Children should be taught how to present their work in different ways and decorate as appropriate – creativity should be encouraged and shared. -Publishing may be taught in the Literacy lessons or on an afternoon in replace of a non-foundation subject as writing is our key priority. -The paper should be cut to fit neatly in books and where possible, children’s work should be displayed in the classroom and around the school. |

| Written Outcome | | Teaching Points | Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation) | KPIs / PIs |
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| Fiction | ✓ | <p><u>Vocabulary</u> Hiccup, Toothless, Green Death, Vikings, tribe, cave, cunning, village, elders, lure, eternity, flew.</p> <p><u>Genre features</u></p> <ul style="list-style-type: none"> • Third Person Voice • Past Tense • Events in order and match previous chapters. • Paragraphs • Speech <p>Style consistent with the author (e.g. including Dragonese)</p> <p><u>Writing Skills</u> Use of a story mountain to organise events.</p> <ul style="list-style-type: none"> • The Green Death wakes up but Hiccup has not returned yet. • Green Death is angry and goes looking for Hiccup in the village where the tribe are still discussing what to do. • Tribe is terrified but Stoick and Belch try to hide Hiccup. • Hiccup escapes and finds Toothless and convinces him to help. • Finds the Green Death and asks how he should deal | <p><u>Collect:</u></p> <ul style="list-style-type: none"> • Gather language and vocabulary • Identify conjunctions within text • Rip WAGOL <p><u>Connect:</u></p> <ul style="list-style-type: none"> • Sentences with conjunctions • Identify past tense • Use speech within sentences • Organise events in sequence <p><u>Create:</u></p> <ul style="list-style-type: none"> • Using skills gathered to write alternative ending | <p><u>KPIs:</u> 3.1 I can use prefixes and suffixes and understand how to add them (for example see English Appendix 1). 3.10 I can create settings, characters and plots in narratives. 3.13 I can proof-read for spelling and punctuation errors in my own work. 3.15 I can extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. e.g.</p> <ul style="list-style-type: none"> ○ Hiccup was certain this was the worst moment of his life, when he suddenly remembered his Dragon Motivation list...VANITY and JOKES AND RIDDLES! ○ Surely Hiccup would be a hero if only he could convince this gigantic beast. ○ Hiccup knew that Toothless would help him because he would love to show Fireworm who is really the best dragon. ○ The whole tribe was clearly terrified although Vikings never show fear. <p>3.18 I can use inverted commas to</p> |
| Non-Fiction | | | | |
| Poetry | | | | |
| Written Outcome: An Alternative Ending – The Green Death Attacks | | | | |
| Audience: Readers of How to Train Your Dragon | | | | |
| Purpose: To explain what might happen | | | | |

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| <p>when the Green Death woke up.</p> | <p>with his problem. The Green Death tries to trick Hiccup to lure the tribe to the cave by saying the answer is in there.</p> <ul style="list-style-type: none"> • Convinces the Green Death to show him where the cave is by promising to tell him all the best jokes and riddles. • Toothless makes the Green Death chase him into the cave but the Green Death gets trapped inside for all eternity. <p>Sentences <u>Sound! Clause Sentence</u> Crash! The gigantic beast collided with the entrance to the cave and was trapped. <u>If, Then Sentence</u> If their plan did not work, then the Green Death would be furious and certainly make the ALL supper! <u>With a(n) Action, More Action Sentence</u> With a cunning smile, the Green Death agreed to Hiccup's request thinking he would soon have supper.</p> | | <p>punctuate direct speech. e.g. "You stay back you stinking creature!" yelled Stoick the Vast waving his axe.</p> <p>Pls: 3.7 I can discuss and record my ideas. 3.8 I can use paragraphs as a way to group related material. 3.12 I can propose changes to grammar and vocabulary to improve consistency. 3.17 I can use conjunctions, adverbs and prepositions to express time and cause. 3.19 I can use the forms of a and an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). e.g. o With a cunning smile, the Green Death agreed to Hiccup's request thinking he would soon have supper. o The dragon let out an almighty roar when he realised he had been tricked.</p> |
| <p>Written Outcome</p> | <p>Teaching Points</p> | <p>Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)</p> | <p>KPIs / Pls</p> |
| <p>Fiction</p> | <p>Vocabulary Dragon, wings, tail, scales, fire breathing,</p> | <p>Collect:</p> <ul style="list-style-type: none"> • Ponder and Predict – generate questions about the | <p>KPIs:</p> |

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| Non-Fiction | √ | beast, mythical, creature, terrifying, sighting, witness. | | |
| Poetry | | Genre features | <p><i>text and predict what you think is going to happen</i></p> <ul style="list-style-type: none"> Identify key features of a news report using the 5ws. (Watch Hurricane Irma news round clips) Collect 5ws from news round report. Collect key vocabulary for a report using a range of texts: search for reporters' language and facts about dragons. | 3.1 I can use prefixes and suffixes and understand how to add them (for example see English Appendix 1). |
| Written Outcome: A Newspaper Report Detailing A Dragon Sighting | | <ul style="list-style-type: none"> Newspaper features – columns, headline, newspaper name, captions, images. Speech (quotations) Third Person Voice. Past Tense. Conjunctions (coordinating and subordinating) Fact and opinion. | <p>Connect:</p> <ul style="list-style-type: none"> Listen to Corngreaves/Timbertree news report and identify the 5ws. Annotate WAGOL together identifying the key features. Can we find the answers to the 5ws? Organise information using the key features of a news report. Use the 5ws to begin to write the introduction into the news report. Compose questions that we might need to ask during an interview to help with our report. | <p>e.g.</p> <ul style="list-style-type: none"> incorrect, inactive, interact, impossible, mistaken, disagree, unsafe, return. forgotten, sadly, usually, information, dangerous. <p>3.9 I can use simple organisational devices (headings and sub-headings) in non-narrative material to aid presentation.</p> <p>e.g. <u>Dragon Spotted Terrorising Cradley Heath</u></p> |
| Audience: Editor of the Cradley Chronicle | | <p>Writing Skills</p> <p>Organisation and structure:</p> <ul style="list-style-type: none"> Newspaper Name Catchy Headline Image with caption. Introduction/Orientation – 5Ws Events in chronological order including quotes. Conclusion – current events. If anyone has further information... Reporter name. | <p>Create:</p> <ul style="list-style-type: none"> Develop introduction. Checking for correct GPS. Using generated questions for the interview, use answers to help develop further paragraphs in our writing. Plan for writing using the key features. (Use this as a guide) Extend sentences using a range of conjunctions. | 3.15 I can extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. |
| Purpose: To inform local people of what we have seen. | | <p>Sensational Sentences</p> <p>ABB Sentence Many people dashed for cover but some were unable to get out of the way and witnessed the whole event.</p> <p>Then and Now Sentence Centuries ago dragons roamed the Highlands, but now they have been spotted in the local area.</p> <p>First Word Last Sentence "Terrifying, the whole experience was terrifying" reported one bystander.</p> | | <ul style="list-style-type: none"> It became clear that the creature is extremely dangerous when it began to breathe fire and several nearby trees caught fire. The RSPCA, Animal Control and the National Zoological Department have advised people to remain calm and back away slowly if they come across the dragon to avoid provoking it. They have added that it is difficult to know how to handle the beast because it was believed that dragons had disappeared centuries ago and so they have not been able to study these creatures in recent times. |

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| | | | <ul style="list-style-type: none">○ They are doing their utmost to handle the situation although many believe that the army should be called in to assist. <p>3.18 I can use inverted commas to punctuate direct speech. “Terrifying, the whole experience was terrifying!” reported one bystander.</p> <p><u>Pls:</u></p> <p>3.4 I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>3.8 I can use paragraphs as a way to group related material.</p> <p>3.17 I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>e.g.</p> <ul style="list-style-type: none">○ <u>Conjunctions</u> – when, before, after, while, so, because. <i>People are being advised to stay indoors while the dragon is on the loose.</i>○ <u>Adverbs</u> – then, next, so, therefore.○ <u>Prepositions</u> – before, after, during, of. <i>Some may feel intrigued by the dragon after seeing its peculiar appearance.</i> <p>3.19 I can use the forms of a and an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). e.g. The mythical creature was first spotted in an empty car park by a</p> |
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| | | | <p>local businessman who wishes to remain anonymous at this time.</p> <p>3.20 I can use and understand grammatical terminology accurately and precisely when discussing my writing and reading: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p> | | |
| Written Outcome | Teaching Points | Learning journey across unit | KPIs / PIs | | |
| | | <p>Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation)</p> | | | |
| Fiction | <p>Vocabulary Dragon, Toothless, Hiccup, Berk, Vikings, Snotlout, Fireworm, horrendous, useless, tribe, Yobbish, brave, hero, wings, fire.</p> <p>Genre features</p> <ul style="list-style-type: none"> • Single stanza with five lines. • Humorous content. • Rhyming pattern. (i.e. 1,2 and 5, then 3 and 4) • Strong beats. <p>Organisation and structure:</p> <ul style="list-style-type: none"> • Five lines. • Lines 1, 2 and 5 rhyme with 3 strong beats. • Lines 3 and 4 rhyme with 2 strong beats. • Focussed around a given character. | <p>There once was a dragon called Toothless, Who belonged to poor Hiccup the Useless, He was selfish and rude, Except when there was food, So when training his young master was clueless.</p> | <p>There once was a young boy from Berk, So useless the whole tribe would smirk, He had a quick look, Inside Yobbish's book, And thought 'shouting? Oh no what hard work!'</p> | <p>KPIs: 3.1 I can use prefixes and suffixes and understand how to add them (for example see English Appendix 1).</p> <p>e.g. selfish, training, shouting, clueless, useless, surly.</p> | |
| Non-Fiction | | | <p>Firework the dragon was brave, Snotlout found her inside an old cave, She was good at her job, But could be a big snob, Which showed with the cruel comments she made.</p> | | <p>3.13 I can proof-read for spelling and punctuation errors in my own work.</p> <p>e.g. spellings, punctuation, vocabulary choice.</p> |
| Poetry | | √ | | | |
| Written Outcome: My Limerick | | | | | |
| Audience: Rest of the Class | | | | | |
| Purpose: To | | | | <p>PIs: 3.7 I can discuss and record my ideas</p> <p>3.11 I can identify strengths in</p> | |
| | | Collect: | | | |

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| entertain other classmates | <ul style="list-style-type: none"> Descriptive. | <ul style="list-style-type: none"> Look together at a WAGOL. What features can we see? Understand the key features of a limerick by finding them in a text. Collect vocabulary using a character from the text as a starting point. <p>Connect:</p> <ul style="list-style-type: none"> Create matching sentences using rhyming words organise ideas for writing using a plan. (Include: title, subject, words rhyming with the subject, action about the subject, words rhyming with action and consequences.) <p>Create:</p> <ul style="list-style-type: none"> Create Limerick using features. | others' writing and suggest improvements. Providing a GIG and TP for their partner prior to publishing. 3.14 I can read aloud my writing to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Performance of Limerick to class. 3.19 I can use the forms of a and an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). e.g. an old cave, an island, a dragon, a boy. |
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| Written Outcome | | Teaching Points | Learning journey across unit Collect (word) Connect (sentence) Create (edit and improve/ written outcome / reflection and evaluation) | KPIs / PIs |
|-----------------|---|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Fiction | | Vocabulary Greetings, dragon, North Island, Berk, long boat, paddles, exciting, discovery, | Collect: <ul style="list-style-type: none"> Identify features of a letter Ripping WAGOL together, identifying the key features. Annotate the informal language found in | KPIs: 3.13 I can proof-read for spelling and punctuation errors in my own work. 3.15 I can extend a range of |
| Non-Fiction | √ | | | |
| Poetry | | | | |

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| <p>Written Outcome: A Letter from Hiccup</p> | <p>useful, hero, heroic, strong, challenge, Dragonese, tail, wings, talons, firebreathing, nest.</p> <p>Genre features</p> <ul style="list-style-type: none"> • Address. • Addressee/sender names. • First person voice. • Present and past tenses included correctly. • Informal language e.g. Hello, see you soon, contractions. • Paragraphs to group related material. | <p>sample letters</p> <p>Connect:</p> <ul style="list-style-type: none"> • Sentences with prepositional phrases: location of hiccup. • Present and past tense included in sentences. • Paragraphs <p>Create:</p> <ul style="list-style-type: none"> • Creating chunks of the paragraphs including all features. | <p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>e.g.</p> <ul style="list-style-type: none"> ○ We were hunting for fish when we accidentally stumbled across a strange creature. ○ Perhaps I can come home a hero if find out what the dragon is guarding. ○ When we first got here we explored the island because we needed to find somewhere safe to shelter from the extreme cold. ○ We made it to the North Island although the sea was rough and it was tricky at times. |
| <p>Audience: Year 6 at Corngreaves to send biographies to Year 6 at Timbertree and vice versa</p> | | | |
| <p>Purpose: To inform others of the tragic events of being a Jewish child in WW2</p> | <p>Writing Skills</p> <ul style="list-style-type: none"> • Greeting the addressee. • Well wishes e.g. I hope you are all okay back on Berk and the dragons are behaving. • Location and how Hiccup got there. • What Hiccup and Toothless have been doing. • Describe the new discovery (new | | <p>Pls: 3.2 I can spell some of the words that are often misspelt in English Appendix 1.</p> <p>See 'From Appendix' section in central column.</p> <p>3.3 I can use the first two letters of a word to check its spelling in a dictionary.</p> |

type of dragon).

- Closing statement and sender name.

Sensational Sentences

With a(n) Action, More
Action Sentence

With a flick of his
tail, Toothless steered
us ashore.

With an almighty
breath, fire leapt from
it's mouth.

With a bit of luck, I
will return a hero.