



Welcome to Year 3 Family Learning!

Our focus today is **writing**.

Year 3 Age Related Expectations Grid

| Composition | | Transcription | |
|-----------------------|---|-----------------------------------|---|
| Planning | <ul style="list-style-type: none"> Compose and rehearse sentences orally, including dialogue before writing | Grammar, Vocabulary & Punctuation | <ul style="list-style-type: none"> Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle; turquoise butterfly Create interest through the use of appropriate word choices and descriptive phrases e.g. the tree branches reached out into the darkness Use a range of adverbs e.g. before, next, soon, later and prepositions e.g. in, through, across, beneath to express time, place and cause Use figurative devices such as similes and alliteration e.g. as bright as the sun, the shimmering, shining sun Use a mixture of simple and compound sentences Start to write complex sentences by using a range of conjunction e.g. as, when, because Use the present perfect form of verbs e.g. he has gone out to play as opposed to he went out to play Use commas in lists consistently in fiction and non-fiction e.g. Tom was cold, wet and lonely. The thick, green canopy provided shade. Demarcate direct speech with inverted commas e.g. "I'm terrified" Tom whispered. (Comma not needed before the reporting clause.) Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's Football |
| Drafting and Writing | <ul style="list-style-type: none"> Create and describe plots in narrative e.g. developing the problem Create and describe settings in narrative e.g. using precise nouns and adverbs to provide information for the reader Create and describe characters in narratives e.g. using interesting adjectives (the frightened boy, the lonely man) Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird) Use a range of organisational features in fiction and non-fiction e.g. headings, subheadings, columns; logical sequencing | Spelling | <ul style="list-style-type: none"> Can spell the Y3 Common exception words (Schools own list), homophones and words from other origins Can spell words using some of the Y3/4 prefixes and suffixes Can use the first 2 letters of a word to check spellings in a dictionary |
| Reviewing and Editing | <ul style="list-style-type: none"> Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/pronouns, range of adverbs, sentence structure Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations | Presentation | <ul style="list-style-type: none"> Join letters, deciding which are best left unjoined Write in a legible and consistent style |

Talk 4 Writing is the development exploration, through talk, of the thinking and creative processes involved in being a writer.

It operates under the principle that if you can't say it, you cannot write it.

Talk4Writing is taught at Floreat from early years.

Bank of language which they can then apply to their own writing.



How does Talk4Writing help children to write?

- Develops memory and concentration
- Develops language and vocabulary
- Exposes children to a wide range of text
- Develops confidence
- Exposes children to complex language patterns that they cannot yet create independently
- Builds "writer toolkit"
- Encourages expression and enthusiasm
- Inspires creativity

The Three Stages

Imitation- start off with fun activities to engage the children in a story. We then introduce the story map, actions and key words.

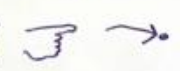
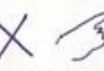



Innovation- Children are guided to innovate the model text into a story of their own. Often, we hug closely to the model text to focus on sentence composition and structure before the children are encouraged to think more independently.


Imagination- Children are given complete autonomy over their story, as long as it follows the same structure of the text type we are studying.





Why is Story Telling Important ?





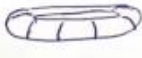
- Promotes love of stories and enthusiasm for literacy.
- Builds children's vocabulary and language – success and achievement.
- Participation and relationship building.
- Takes away cognitive load which allows for more focus on the writing.
- Imagination and creativity!
- Building blocks

Miss Majeeka's Dressing Up Box


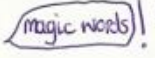


" X , "    sternly,

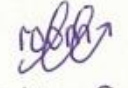





". "I mean it!"

 enthusiastically. She   ,

  . She , 

", !"   excitedly.

All of a sudden, ... WHOOSH! ...  
 body . " X?" she , humm.

Then, X.

Slowly,  .

"Wow," , .  glorious   gentle shimmering
   

  before  

At that moment,  . Curiously, 

  .  precious, so... PERFECT!




Strangely,   . Then,  
"DON'T !" But ! !

Suddenly,   before .  zooming
 bigger and bigger. What could
it be? It was...  !

,    zooming .

The    . It
was getting closer!  !

Miraculously,    .

 . "WHAT DID I TELL YOU?" .

We identified that this story had this structure:

1. Opening: Main character is warned – they will ignore it.
2. Build-up: Main character arrives at a setting and the setting is described.
3. Dilemma: Main character gets into danger!
4. Resolution: Solution is for the main character to be rescued
5. Ending: Main character is safe. They learn their lesson.

Friday 19th January 2024

I can plan a warning tale

MC is given a warning

MC gets to new setting

MC ignores warning

Something bad happens

MC is saved/escapes

Model text

“Wow,” she mouthed, looking all around her. Above, the glorious sun poured rays of gentle, shimmering light into the ocean. To the left, a dazzling shoal of fish twinkled like midnight stars. To the right, a pod of magnificent dolphins swished their mighty tails before rocketing to the surface and somersaulting into the sea breeze.

Innovation

“It worked!” he yelled in surprise. “It actually worked!”

Below him, the bottom of the snowy mountain was covered by fluffy, white clouds that drifted lazily on the wind. To his right, an elegant herd of deer peacefully wandered like teachers patrolling a playground. Above him, ribbons of blue, green and pink light chased each other around the sky in a beautiful display that took Jamie’s breath away.

Editing

Once we have gone through and innovated our version of the model text, we then edit our work to make sure it is as impactful as possible.

How successful have you been?

Checklist

- capital letters
- full stops
- makes sense
- spelling

Checklist ++

- expanded noun phrases
- similes
- conjunctions
- fronted adverbials
- prepositional phrases
- speech

Setting description using similes



Slowly, I opened my eyes. Birds glided and gallivanted into the golden light. Above, beautiful ivory flowers fluttered around in the tree branches like elegant butterflies. Below, crystal clear spring water cascaded down into the serene pool. To the left, strongly rooted vines hugged the tree trunks like barnacles to beachy rocks. Inside, my heart felt like a full moon, illuminating the night sky.