

Welcome to Year 3 Family Learning!

Our focus today is **writing**.

Quick updates

TTRS Their log in is stuck in their home learning book



Children's mental health week



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 tired	 happy	 calm
 frustrated	 worried	 angry	 terrified
 sick	 bored	 feeling ok	 ready to learn
 silly	 excited	 yelling	 hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

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. For some children, it is useful to use the original story as a scaffold of the structure. However, we encourage children to have a go at using their own ideas and creativity in their innovations.

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

• Year 3 Writing Age Related Expectations

• <u>Composition</u>		• <u>Transcription</u>	
Planning	<ul style="list-style-type: none"> Compose and rehearse sentences orally, including dialogue before writing 	<ul style="list-style-type: none"> 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. <i>the ancient castle; the turquoise butterfly</i> Create interest <u>through the use of</u> appropriate word choices and descriptive phrases e.g. <i>the tree branches reached out into the darkness</i> Use a range of adverbs e.g. before, next, soon, later and prepositions e.g. <i>in, through, across, beneath</i> to express time, place and cause Use figurative devices such as similes and alliteration e.g. <i>as bright as the sun. the shimmering, shining sun</i> Use a mixture of simple and compound sentences Start to write complex sentences by using a range of conjunction such as: as, when, because Use the present perfect form of verbs e.g. <i>he has gone out to play</i> as opposed to <i>he went out to play</i> Use commas in lists consistently in fiction and non-fiction e.g. <i>Tom was cold, wet and lonely. The thick, green canopy provided shade.</i> Demarcate direct speech with inverted commas e.g. <i>can use speech marks (other punctuation may be omitted.) "I'm terrified." Tom whispered</i> Use apostrophes for contractions consistently e.g. <i>won't shouldn't</i> Use apostrophes for singular possession consistently e.g. <i>Tom's Football</i>
Drafting and Writing	<ul style="list-style-type: none"> Create and describe plots in narrative e.g. <i>developing the problem</i> Create and describe settings in narrative e.g. <i>using precise nouns and adverbs to provide information for the reader</i> Create and describe characters in narratives e.g. <i>using interesting adjectives (the frightened boy, the lonely man)</i> Consistently use the language features of non-fiction e.g. <i>technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)</i> Use a range of organisational features in fiction and non-fiction e.g. <i>headings, sub headings, columns; logical sequencing</i> 		<ul style="list-style-type: none"> Spelling
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. <i>variety of nouns/pronouns, range of adverbs, sentence structure</i> Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations 	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Join letters, deciding which are best left un-joined Write in a legible and consistent style

FWW T4W Planning overview

<p>Cold Write</p> <p>To do before main unit of teaching (ideally completed the week before the sequence will be taught).</p>	<p><u>Immitation</u></p> <p>Hook and oral introduction</p>	<p><u>Immitation</u></p> <p>Learn the story as a <u>class/ groups</u>.</p> <p>Perform and watch back, immerse the children</p>	<p><u>Immitation</u></p>	<p><u>Immitation</u></p> <p>Reading as a reader.</p> <p>Link to vocabulary (never-heard-the word grid). Complete comprehension key skills linked to the model text.</p>
<p><u>Immitation</u></p> <p>Grammar focus- teach examples from the model text – use your years ARE GRID</p>	<p><u>Immitation</u></p> <p>Short burst writing- grammar focus</p>	<p><u>Immitation</u></p> <p>Grammar focus- teach examples from the model text</p>	<p><u>Immitation</u></p> <p>Short burst writing- grammar focus</p>	<p><u>Immitation</u></p> <p>Drama</p>
<p>Innovation</p>	<p>Innovation</p> <p>Planning your own story using the boxing up model.</p> <p>Drama and re telling their story text.</p>	<p>Innovation</p> <p>Planning your own story using the boxing up model.</p> <p>Drama and re telling their story text</p>	<p>Innovation</p> <p>Shared or guided write from CT. You guide the writing based on your CT model (that has been <u>pre written</u> and planned).</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking. Feedback given using visualiser and model editing</p>
<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking. Feedback given using visualiser and model editing – response partners.</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking.</p> <p>Attention to spelling and handwriting.</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking.</p>	<p>HOT WRITE</p> <p>Planning- Teachers provide a stimulus such as a film clip, interesting object, drama, wordless picture book, work of art, music, visitor</p>	<p>HOT WRITE</p> <p>Writing –</p> <p>This is truly independent writing based on the writing /model text. This may take two days.</p>

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



Talk 4 Writing Structures

Following a structure for mapping out their stories and a guidelines for their own creative writing.

These are some Talk4W genres: (sheet on your table to take with you)

MC = Main Character

Wishing Tale:	Generic Structure:
Opening	MC wants something badly
Build up	MC tries to get it
Problem	MC is prevented by some sort of difficulty
Resolution	MC overcomes the difficulty
Ending	MC gets what they want. (Was it worth it?)

Rags to Riches Tale:	Generic Structure:
Opening	Introduce the MC
Build up	MC is sad/lonely/treated badly
Problem	MC has to face difficulties because of their situation
Resolution	MC overcomes difficulties/Is helped to overcome the difficulties
Ending	MC achieves happiness /wealth/recognition

Conquering the Monster Tale:	Generic Structure:
Opening	Introduce the MC(s) all is well
Build up	A monster appears and causes problems
Problem	The monster is difficult to defeat
Resolution	MC(s) defeat the monster
Ending	All is well again (MC(s) gets a reward)

Finding Tale:	Generic Structure:
Opening	Introduce the MC
Build up	MC goes somewhere and finds something unusual/amazing/important
Problem	Something goes wrong and it is the fault of the object found
Resolution	MC has to put object back/throw it away/hide it/call for help/sort it out
Ending	All is well again and lessons have been learnt.

Journey Tale:	Generic Structure:
Opening	MC goes on a journey
Build up	Something small goes wrong
Problem	Something worse happens Something even worse happens
Resolution	The obstacles are overcome
Ending	MC gets there in the end

Our model text is a warning tale:

Warning Tale:	Generic Structure:
Opening	MC(s) are warned not to do something
Build up	MC(s) do what they have been warned against
Problem	Something goes wrong and the MC(s) are in trouble
Resolution	MC(s) are eventually rescued
Ending	MC(s) are told off/punished for not listening to the warning.

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.

Miss Majeeka's Dressing Up Box

" , " sternly,
 "I mean it!"

enthusiastically. She ,

1 She

", magic words!" excitedly.

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

Then, **X**.

Slowly,

"Wow," glorious gentle shimmering
 dazzling

magnificent before

Story Map – KS2



What techniques has the teacher used to make the actions memorable?

Why has she written 'tummy' upside down?

Why is there a swirly arrow through the word room?

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

Above, red-orange autumn leaves were falling like angels gliding down from heaven. To the left, beautiful, ancient trees were swaying softly in the cool breeze. On the horizon, a mother doe and its' baby scrambled past as quickly as a mouse, they were out of sight in an instant.

- Prepositions
- Coordinating conjunctions
- Similes



Innovation:

To the left, there are humungous, beautiful trees in the forest like pretty flowers in a garden. The light is shining like through the branches like a midnight sky. A mouse scuttles past, therefore there is the sound of twigs crunching.

Imagine you are in a lush rainforest,
what might you see around you?



Above,

To the left,

To the right,

On the horizon,

Through the trees,

Setting description using Prepositions, Coordinating Conjunctions and Similes:



Above,

To the left,

To the right,

On the horizon,

Through the
trees,