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INTRODUCTION

About the series

Active Writers is a new and exciting literacy series, which aims to provide children with the tools to become more competent and confident writers.

This is done by using a structured approach, thus inviting learners to:

- Review what they know about a text genre
- Learn about the writing devices used
- Practise the language skills needed
- Apply their learning in a writing task.

Active Writers expects greater independence of thought. It includes resources to ensure children can assess their own progress in collaboration with their teacher and therefore:

- Self-Assessment is required
- Teacher-pupil discussion is prompted
- Teacher assessment is catered for
- A signed record is produced.

There are 5 books with CDs in the **Active Writers** series:

- Year 2 (Ages 6-7)
- Year 3 (Ages 7-8)
- Year 4 (Ages 8-9)
- Year 5 (Ages 9-10)
- Year 6 (Ages 10-11)

Each book is divided into three broad text categories:

- Narrative
- Non-fiction
- Poetry.

There are 12 fully-planned lessons, each accompanied by an exemplar text in a different genre. Many of these texts are original extracts from well known authors, with 6 lesson plans for Narrative, 4 for Non-fiction and 2 for Poetry. The lesson explores the writing style and key features of the

exemplar text and provides class, partner and independent work support.

The language skills needed for the text type are identified, explained and practised in the activities on the two 'Practice in Writing Skills' sheets. Differentiation is also catered for.

Children are then ready for the writing task.

Guide notes are provided together with differentiated help and a writing framework supplied for less confident writers.

At the end of the task, children will assess their finished piece. The self-assessment sheet itemises the features the children should have included. The clear tick-box format helps the children to identify what they might have overlooked and will ask to include written comments about what they might do to improve their next writing in this genre.

The same sheet leaves space for the teacher's comments and also asks both children and teacher to 'sign' confirmation that they have discussed the writing features.

About this book

This book is for **Year 3** children.

Lesson plan

Use the lesson as early work. Begin by asking the children to define the genre. Return to the definition in later weeks. Ask the children if they need to amend their definition.

Exemplar text

An exemplar text is supplied with each lesson plan. Texts will cover a variety of genres to give children experience of a wide range of texts.

Writing skills practice

Use the practice pages for emphasis on the writing skills identified in the exemplar text. Most of the class should complete Sections A and B; less able children will do Section A only; the most able will progress to end of the page. In general class reading, point out examples of the writing devices.

Writing task

This is the culmination of the lesson: children applying what they have learned in their writing feature. Encourage the children to use the guide to plan and do initial drafts, before their final editing results in a polished version.

Self-assessment sheet

Encourage the children to think carefully about their answers and comments. Make sure your discussion with the children over their writing is meaningful, offering positive advice

about where they can improve and asking them to view the signatures as important evidence of their work. Keep the sheet as filed evidence of the learner's progress.

- The exemplar texts
- Answers and additional resources.

Using the CD

Each book includes a CD for easy use on the Interactive Whiteboard. The CD contains:

- A differentiated writing frame for a lower level of ability

Sample lesson plan

Title of the text	
Genre and definition	
Lesson objective This indicates the focus of the lesson and is a reminder of the need to view the text as a writer.	
Warm up activity This part should be done first, with the purpose of orientating the children with the exemplar text, its genre and some key writing characteristics.	Features This is a reference tool. It guides the teacher, provides answers, and can be displayed as a reference for the children during 'Independent writing'.
Writing investigation Ask the children: This part is addressed to the children. It frequently encourages partner discussion and written recording as the children examine the text's style and writing techniques.	Independent writing Ask the children: This is the main part of the lesson. It involves further examination of the exemplar text – for example, how the writer has sketched characters – and asks for similar writing from the children.
Differentiation This part provides extension and support work for children with those needs. It links to tasks in 'Independent writing'.	
Plenary This offers opportunities for self and peer assessment of the independent writing and reinforces understanding of the writing features.	

The Sheep-Pig

Narrative: Stories with familiar settings

Definition: "A story set in an ordinary sort of place."

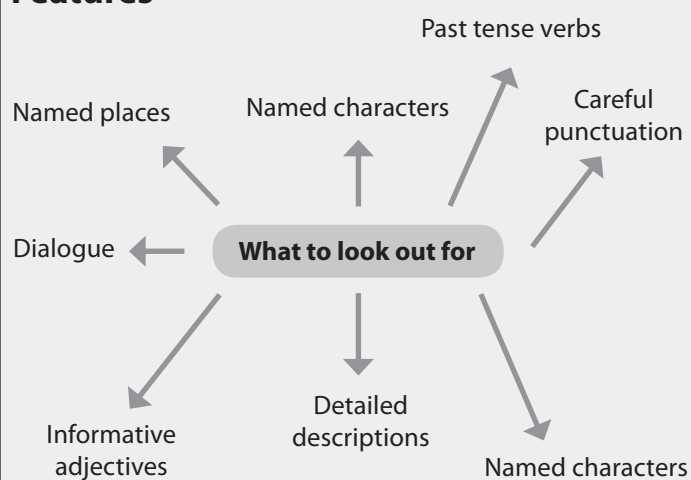
Lesson objective

To compose and punctuate a series of sentences to describe a familiar setting.

Warm up activity

- Put the exemplar text into context: it begins the story's second chapter. (Chapter 1 established a sheep farm setting, introduced Farmer and Mrs Hoggett, and Farmer Hogget won a piglet.)
- Display and read the text aloud.
Ask: *What is ordinary?* (A farm setting.)
What is strange? (Talking animals.)
- Let partners and then the class discuss the inclusion of talking animals.
Ask: *How does the story writer make this device work?* (Introduces it early; natural dialogue.)

Features



Writing investigation

Ask the children:

- Follow as your teacher reads the first three paragraphs aloud again. (Up to *about the yard*.) Tell your partner an action that the puppies do. Aim for four things between you. What is the writer emphasising? (Development.)
- Read the remaining text with your partner. What tense (time) is the story written in? (Past.) Identify two verbs each in the past tense.
- Tell your partner what a paragraph is. (A section of a piece of writing.) Investigate paragraph number and length here. What happens to paragraphs in the dialogue? (New paragraphs for new speeches.)

Independent writing

Ask the children:

- List characters mentioned here. Select and write some of the writer's words or phrases that describe them well. Compare choices with your partner.
- Discuss the final sentence with your partner, sharing ideas on why Fly hesitated. (Maybe she knew nothing about pigs. Maybe she did not want her puppies to know.)
- Dick King-Smith would probably follow this very short sentence by two longer ones for his paragraph. Write them for him, without speech.

Differentiation

- More confident writers write an additional paragraph beginning: *The puppies waited*.
- Less confident writers do partner work and have help with verb identification and sentence starters.

Plenary

Put the children into story-reading groups to compare paragraphs, each group choosing one for a whole-class session. Which paragraph is the class's final choice?

Practice in Writing Skills 2

Speech punctuation

When spoken words are written down, they are called direct speech.
Speech marks are placed around the spoken words.
The first spoken word begins with a capital letter.
Spoken words are separated from the rest of the sentence by a comma, question mark or exclamation mark.
Each speaker has a new paragraph.

Section A

Put the missing speech marks in these sentences.

The first one is done for you.

“There are new puppies,” said Mum.

There are four of them, she said.

They will learn to look after sheep, said Dad.

Will that take long? asked Emma.

I hope not, answered Dad.

Put the missing speech marks and a , ? or ! in each sentence.

The first one is done for you.

“Help!” shouted John.

What’s the matter asked Mum.

I’ve lost my money in the snow said John.

Wait until the snow goes said Emma.

You’ll see your coin then said Dad.

Section B

Put the missing speech marks and capital letters in these sentences.

Mum asked, why were you carrying money.

John answered, it was in my pocket.

So how did it get in the snow? asked Emma

John said quietly, there’s a hole in my pocket.

Emma shouted, then it serves you right!

Put all the missing punctuation in this dialogue.

When were the puppies born asked Emma.

On Tuesday night replied Mum.

Can we keep them asked Emma.

Dad replied you know the rules.

He continued we can afford only one sheep dog.

So that means they will be sold Emma said quietly.

Independent writing task

Fables

Write a new fable about the Swan and a different animal.
Use this guide to help you plan.

<p>1. What lesson I will be trying to teach It could be about people being greedy, vain or wanting part of their body to be different.</p>	<p>2. My animal characters Have two main characters. Use capital letters to begin their names.</p>
<p>3. Words I will use to describe my animals Use simple, clear adjectives.</p>	<p>4. What will happen in my story List events in chronological order. Keep your story's plot simple.</p>
<p>5. The verb tense Write in the past tense.</p>	<p>6. Verbs for the characters' actions Use verbs that the reader will understand and remember.</p>
<p>7. Important words to include in my moral List three or four words that are important to your lesson.</p>	