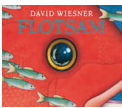

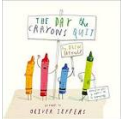



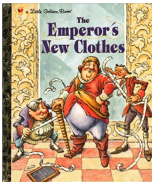

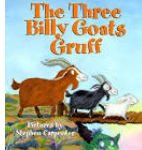




SOUND & DISTRICT PRIMARY SCHOOL Year 3 ENGLISH GENRE & TEXT PLAN

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Year 3	GENRE	Recount in the form of a diary	instructions	Persuasive letter	Newspaper Report	Explanation	Fantasy setting	Warning tale	discussion	Tale of a quest	Defeating a monster	Fables, myths and legends	Finding tale
	TEXT	Flotsam 	How to make a sandwich 	The day the crayons quit 	Excitable Edgar 	How a giant spider traps its prey? 	Granddad's island 	The Emperor's New Clothes 	Should animals be kept in a zoo?	Kuang – Li and the Dragon 	3 Billy Goats Gruff 	Midas and the golden touch 	The Flower 

FOCUS

		<p>Using 1st person to write a recount.</p> <p>Use past tenses verb appropriately e.g. We climbed up the slope... (simple past); While we were climbing up the slope,... (continuous past); when we had climbed up</p>	<p>Vary sentence order, length and openings</p> <p>Include introductions to interest or hook the reader e.g. These simple directions will help you to... Have you ever wondered how to...?</p> <p>Use appropriate punctuation: commas for lists, colons and sub-points, new lines and paragraphs etc. to frame the sequence for readers.</p>	<p>To become more familiar with persuasive texts allowing us to magpie a range of persuasive devices.</p> <p>Use a wider range of connecting words and phrases to: - Address and invite readers: See the new..., Have you ever been... etc. - add information: as well as..., additionally ..., etc. - mark time and sequence: when, after, as soon as..., etc. - change of direction: but, however, although, etc.</p>	<p>Create a knowledge and understanding of past tense verbs</p> <p>Create 3rd person recounts for specific audiences e.g. newspaper reports police reports</p> <p>Organise text into paragraphs</p>	<p>Extend use of three-part text structure, boxing up the text:</p> <ul style="list-style-type: none"> - general statement to introduce the topic - a series of logical steps explaining how or why something occurs - steps continue until the explanation is complete. End with a summary statement or memorable piece of information <p>Use technical language, explaining what it means where necessary.</p>	<p>Use figurative language such as alliteration, onomatopoeia, similes, metaphors and personification</p> <p>Think about the time of day and the weather</p> <p>Use an interesting detail as a 'hook' e.g. one window was broken</p> <p>Change the settings to change the mood e.g. comfy – the kitchen was warm; scary – the alley was dark and cold</p> <p>Use the weather to help you create the mood e.g. scary setting – rain and thunder</p>	<p>Characterisation and dialogue</p> <p>Use small details to hint at what a character might be like and provoke a response from the reader. Use this as a jumping off point for discussion about stereotypes:</p> <ul style="list-style-type: none"> - a character who spits on the ground, wipes his nose on his sleeve, smells etc. can provoke an initial response of dislike or disgust - A character might have his shoelaces untied, his jumper on inside out – is he disorganised? How might you describe him? <p>Use effective description of a setting and how it impacts on a character to show how a character is feeling</p>	<p>To use a range of clauses to combine information, create emphasis and make the text more interesting for the reader.</p> <p>Use complex sentences to combine information, create emphasis and make the text more interesting for the reader:</p> <ul style="list-style-type: none"> - relative clauses -subordinate clauses 	<ul style="list-style-type: none"> - Show what the main character is like by what they say and what they do - Write an ending that shows how the main character feels, or what has been learned - Use connectives to link paragraphs - Use adverbial openers: One wintry evening... - Weave in background information - Use different types of opening sentences 	<ul style="list-style-type: none"> - Put your character in a lonely place e.g. Hal could just see across the deserted car park to the old bottle factory... - Put your character in the dark e.g. In the dim light, everything seemed quiet - Introduce a sound effect e.g. a creaking door - Use a widening range of dramatic adverbials to open sentences e.g. But..., All at once..., Without warning..., Suddenly ... 	<ul style="list-style-type: none"> - Use comparatives and superlatives in character description . e.g. He was taller than the Empire State Building... - Use subordination for effect in description . e.g. Exhausted by his busy night, the boy collapsed into bed/ The young girl, who longed for a little attention, smiled at the old woman... Use dialogue punctuation effectively and develop use and movement of speech verbs. 	<p>Experiment with introducing the problem in different ways:</p> <ul style="list-style-type: none"> - change and then describe the setting, time of day, weather first e.g. It was dark in the forest and the knight couldn't see the road at all. - use a dramatic starter, e.g. Without warning the Dalek appeared. Use a greater range of adverbial openers which signal that there is a problem, e.g. Without warning..., All of a sudden..., To her amazement..., Just then...
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