

Year 3 Spring 2:

English		
Key Learning		
Unit	Novel as a Theme	Recount: Diaries
Outcome	<ul style="list-style-type: none"> ▪ Story based on a plot structure from the focus text. 	<ul style="list-style-type: none"> ▪ Diary entries which include those written: <ul style="list-style-type: none"> – from own experience. – in role as a character.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks. 	<ul style="list-style-type: none"> ▪ 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Use intonation, tone and volume when reading aloud. ▪ Listen to and discuss a range of fiction. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Use dictionaries to check meanings of words they have read. ▪ Sequence and discuss the main events in stories. ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i> ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪ Use point and evidence to structure and justify responses. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i> 	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of diaries. ▪ Read a range of recounts: diaries. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries.</i> ▪ Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Discuss their understanding of the text. ▪ Make predictions based on details stated. ▪ Use point and evidence to structure and justify responses. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i>
Key Learning Writing	<ul style="list-style-type: none"> ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon.</i> ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case.</i> ▪ Read and analyse narrative in order to plan and write own version. ▪ Identify and discuss the language and structures of narrative for writing. ▪ Create and develop settings for narratives. ▪ Create and develop characters for narrative. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type. ▪ Group related material into paragraphs. 	<ul style="list-style-type: none"> ▪ Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> ▪ Read and analyse diaries in order to plan and write own versions. ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪ Identify and discuss the language and structures of diaries for writing.

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English

Key Learning (contd.)

Suggested Texts

- The Iron Man by Ted Hughes.
- The Iron Woman by Ted Hughes.
- The Iron Giant DVD.

- Range of diary extracts.
- Diary models written by the teacher at an appropriate for the class.
- My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek.
- The Diary of Dennis the Menace by Stephen Butler.
- Diary of a Wimpy Kid by Jeff Kinney.
- Recounts page from the BBC Bitesize website ([here](#)).

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English

Novel as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- One sentence at a time, read aloud a description of a character e.g. The Iron Man by Ted Hughes. Ask children to visualise the character from the description, quickly sketching their initial interpretation.
- Provide the description for the children to reread with a partner. Model highlighting key words and phrases. Add further details to drawings and label with annotations e.g. from The Iron Man: '*Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.*'
- Linked to learning experiences in art, identify further time outside of the English lesson to develop the visualisations using a range of art materials.
- Display and compare interpretations of the character.

Learning outcomes

- Children will be able to interpret ideas in order to visualise a character.
- Children will be able to annotate sketches using words from the text.

Reading

Grammar: Warm ups throughout the reading phase - focus on selecting, generating and using adverbs.

Reading and responding

- View the opening of the selected text on film e.g. *The Iron Giant DVD clip* or the clip on the BBC Bitesize website (**here**).
- Compare the children's visualisations of The Iron Man with the film versions. Use key questions to promote discussion e.g. *Is the character as you imagined? What is different? What is the same? Which do you prefer? Why?*
- View the selected clip again and ask the children to be 'spotters' to collect favourite or interesting words and phrases. Collect these words and phrases on a flipchart.
- On cards, provide each group with the description from the text of a body part of The Iron Man e.g. eyes, head, arms, legs, body etc. Each group examines their description e.g. eyes – *his eyes glowed red, then infra-red, then green.*
- Through shared reading, explore chapter one. As the story develops, ask each group to bring their body part with description to label a life size figure of The Iron Man. Display this with the descriptions.
- Use the drama technique of hot seating to further explore the character. Support the children in generating appropriate questions, e.g. *Who are you? What are you doing? What happened to you? Where are you? How do you feel? Why? What are you going to do next?* Model quality responses in the hot seat before children complete the hot seating in small groups. Link to short writing opportunities involving writing in role, e.g. thinking and feeling bubbles or diary entries.
- Continue to identify, discuss and collect favourite words and phrases, from the text, which capture the reader's interest and imagination. Model using dictionaries to check unfamiliar words read, before returning to the text to collaborate in establishing meanings in context. Collect and display these on the working wall. Continue this throughout the reading of the novel.

Learning outcomes

- Children will be able to identify, select, generate and use adverbs within sentences.
- Children will be able to compare their visualisations with the film versions.
- Children will be able to identify effective words and phrases.
- Children will be able to identify key points in a text.
- Children will be able to discuss events using a film text.
- Children will be able to use drama techniques to explore character actions and feelings.
- Children will be able to raise questions.
- Children will be able to answer questions orally and in writing.
- Children will be able to identify key events and represent the main points.
- Children will be able to identify characters, setting and events.

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English

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Summarise chapter one, chunking the plot into a series of events on a chart or storyboard.
- Introduce children to storyboarding the events, beginning with the opening, using a whole class planner e.g. capture images from the film or create storyboard events using illustrations or freeze frames of children in role. Add these to the working wall. Continue this for each section of the story during this phase.
- Read the rest of the chapter outside of the English session.
- Use a combination of reading and viewing the text e.g. *The Iron Man* and *The Iron Giant on DVD* to explore the whole story. Repeat activities from earlier in the phase to interrogate characters and plot from selected sections or chapters.
- Model using point and evidence to develop using evidence from the text. Use speaking boxes and then provide a short writing opportunity. Provide the point or the evidence for children to discuss in groups, referring to a selected part of a text e.g.

Point	Evidence
The Iron Man was mysterious.	
	<i>'...everything in place except for one ear. He strode around the beach searching for his lost ear.'</i>

- By the end of the phase, ensure the children need to have a secure understanding of the story.

Reading and analysing

- Model chunking an appropriate part of the story into sections which can be used as a plot pattern for writing later e.g. Chapter Two of *The Iron Man*.

The Iron Man – Chapter Two	Extract the basic plot	New story or Change of viewpoint
Hogarth goes fishing.		
Iron Man appears – Hogarth tells his Dad.		
Dad and Hogarth look for Iron Man and see him – try to run him over then leave.		
Dad and other farmers discuss the damage Iron Man has done and build a hole to capture him. They wait but he doesn't appear.		
Hogarth tries to trap a fox in the hole but then Iron Man appears.		
Iron Man falls into hole and it is covered.		

- Children will be able to specify points and use evidence from the text to justify opinions.

- Children will be able to chunk a plot into a series of events.

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English

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Select the opening paragraph of a chapter e.g. chapter one or two in The Iron Man and analyse how the author combines character and setting. Use two colours to highlight the text, identifying references to character and setting.
- With the children, begin to create a checklist for an effective opening paragraph. Provide further examples of opening paragraphs for children to analyse independently and identify details from the checklist/add to it – collate as a class and display on working wall.

Gathering content

Grammar: Warm ups throughout the gathering content phase – explore, identify and create complex sentences using a range of conjunctions e.g. *since, until, in case*.

- Use the plot structure created by chunking the plot during the reading phase to support the development of a new story. For a simpler alternative, change the viewpoint from which the original story is written. Extract the basic plot and create a new story or make notes from the viewpoint of one character if the outcome is a first person narrative in role.

The Iron Man – Chapter Two	Extract the basic plot	New story or Change of viewpoint
Hogarth goes fishing.	Main character taking part in activity or hobby.	
Iron Man appears – Hogarth tells his Dad.	Scary/mysterious character appears – character reports sighting.	
Dad and Hogarth look for Iron Man and see him – try to run him over then leave.	Characters try to get rid of the scary/mysterious character.	
Dad and other Farmers discuss damage Iron Man has done and decide to build a hole to capture him in.	People discuss damaged caused by the scary/mysterious character and make a plot to trap him/her.	
They wait but he doesn't appear.	They wait but he/she doesn't appear.	
Hogarth tries to trap a fox in the hole but then Iron Man appears.	Character gets on with their life but then the scary/mysterious character appears.	
Iron Man falls into hole and it is covered.	Scary/mysterious character is trapped.	

- Develop each section of the new plot as a class.

Learning outcomes

- Children will be able to develop a new story based on a familiar plot structure.
- Children will be able to use drama techniques to explore new characters and events.
- Children will be able to identify and develop interesting language to use.

Year 3 Spring 2:

English

Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Explore using drama techniques such as hot seating, freeze framing and role play. Add thoughts, feelings, details, vocabulary and dialogue to each section.
- Use interesting and effective language collected during the reading phase and extend by using thesauruses to develop further word and phrase banks.

Writing

- Referring to the new plot structure created, use shared writing techniques to model a section at a time with the children. Focus on skills – the effective use of adverbs and creating complex sentences with conjunctions.
- Model writing the opening paragraph which combines characters and setting before children write their own opening paragraph.
- Continue to model each section or paragraph daily.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write an innovated story or a story with a change of viewpoint which includes:
 - effective use of adverbs.
 - conjunctions to create complex sentences with adverb starters.
 - paragraphs.
 - an opening paragraph which combines character/s and setting.

Outcome

- Story based on a plot structure from the focus text or re-written from a different viewpoint.

Presentation

- Book of short stories to be placed in class or school library, or on display.

Year 3 Spring 2:

English

Recount: Diaries – Creative Learning Opportunities and Outcomes

Note: This unit could be integrated within the Novel as a Theme unit, or could stand alone.

Creating interest

- Read extracts from diaries and ask children to identify who they think has written each extract e.g. *My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries* by Kees Moerbeek.

Reading

Grammar: Warm ups throughout the reading phase - focus on determiners.

Reading and responding

- Through shared reading, explore and discuss a range of diary entries written by real people and storybook characters.
- Use the question hand to model identifying who, what, where, when, why, how details in the text. Annotate the text as appropriate. Following the modelling, provide children with differentiated diary extracts and question hand prompts to identify who, what, where, when, why and how details. Provide large flipchart paper for children to record their findings.
- Ask children to use the notes they have collected to prepare a group presentation reporting back their findings and summarising the text read.
- Use the notes collected to model writing a paragraph to summarise what is known about the author of the diary or the character.
- Following further shared reading, use magic mirror and magic microphone to interview children as though they were the author of the diary or the character who has written the diary. Link to a short writing opportunity using thought and feeling bubbles.

Reading and analysing

- Model the analysis of a diary and create a checklist of features. Display this on working wall.
- Review the features of recounts (diary is an example of this text type) by using the BBC Bitesize website ([here](#)).
- Provide further diary extracts for children to analyse against the checklist of features.

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on determiners.

- Select a context for writing a diary. This could be linked to:
 - the children's own experiences e.g. event in school.
 - a context from a text for writing a diary in role as a character.
- Develop ideas by plotting key events.
- Use drama techniques such as magic mirror and magic microphone to develop thoughts and feelings, and then make notes.

Learning outcomes

- Children will be able to infer and deduce from information provided.

Learning outcomes

- Children will be able to identify key points of a diary using who, what, where, when, why, how with evidence from the text.
- Children will be able to participate in a group presentation, reporting accurate details.
- Children will be able to identify thoughts and feelings.
- Children will be able to respond in role expressing thoughts and feelings.
- Children will be able to identify key features of diaries.

Learning outcomes

- Children will be able to identify content for a diary.
- Children will be able to organise content for a diary.
- Children will be able to develop thoughts and feelings for use in writing.

Year 3 Spring 2:

English

Recount: Diaries – Creative Learning Opportunities and Outcomes (contd.)

- Model creating a planning frame which details key events and thoughts and feelings in preparation for writing, before children plot their own e.g.

Key events:	Thoughts and feelings
1	
2	
3	
4	

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – use of determiners and text type features.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to create diary entries which include:
 - determiners.
 - text type features.

Outcome

- Diary from own point of view and/or in role as a character.

Presentation

- Create a class book of diary extracts.
- Present using IT.