

**New & Updated
2021 Version**

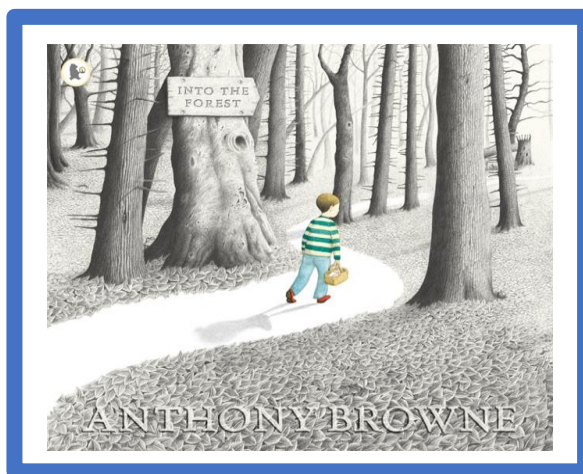
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Read to Write™

Year 3



Vehicle Text F: Into the Forest by Anthony Browne

Writing Outcomes: Lost Narrative and Newspaper Report







Wider Writing Opportunities: Narrative, Poetry, Survival Guide, Characterisation, Diary, Non-chronological Report, Setting Descriptions

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Teaching Sequence Counts



Skills Practise for Sentence Accuracy		Immerse 5 days	<ul style="list-style-type: none">• Immersion in Vehicle Text• Enjoy, explore and respond• Determine purpose, audience and form• Share Example Text
		Analyse 4 days	<ul style="list-style-type: none">• Familiarisation with text structures• Familiarisation with language features• Knowledge for the writer
		Plan 1 day	<ul style="list-style-type: none">• Gather ideas• Plan
		Write 5 days	<ul style="list-style-type: none">• Modelled and Guided writing• Application of writers' skills and knowledge• Independent writing & draft, revise, edit

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Unit Focus Counts



F
Vehicle Text
Into the Forest
Writing Outcome & Writing Purpose
Narrative: Lost Narrative
Purpose: To narrate
Recount: Newspaper Report
Purpose: To recount
Grammar: Word
Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
Grammar: Sentence
Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Grammar: Text
Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar: Punctuation
Inverted commas to punctuate direct speech
Terminology for Pupils
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Navigating this Document & Understanding the Keys



Episodes of Learning

These are the sequential steps of the [Read to Write](#) teaching sequence. *Episodes of Learning are NOT individual lessons.* They do however, provide a detailed framework of how to move through the [Read to Write](#) teaching sequence of: **Immerse, Analyse, Plan and Write**. They include opportunities for teaching important practices and approaches that enable effective learning. A typical English lesson may include much of the detail outlined from more than one Episode of Learning. This is because lessons are *always* informed by teachers' knowledge of *their* pupils (formative assessment). *Read to Write units of work know the standard, they do not know the children in your class. Professional teacher decisions are crucial to ensure the needs of the children are met when using this document to help inform planning.*



Vehicle Text

The Vehicle Text is the children's language-rich picture book. It is here that children are immersed in this carefully selected text through drama, the illustrations it holds and an exploration of the characters and settings. Our Vehicle Texts are carefully chosen to be read aloud, enjoyed and discussed. They are challenging and beautifully written and provide important opportunities for drama and to teach new vocabulary explicitly and offer many provocations to write.



Example Text

The Example Text is simply that. It is an example of a particular writing form (e.g. diary, letter, narrative) that allows for an exploration of language features and organisational structures. It also offers opportunities for sentence accuracy, contextualised grammar and punctuation teaching. Additionally, an annotated version of the Example Text is included which helps exemplify the year group standards and provides important teacher knowledge around year group expectations. It has been carefully crafted to provide one example of what the outcome might look like at greater depth. The Example Text is not designed to be learnt by heart or replicated. It has been designed for attentive reading and finding out how writing works - hence the name [Read to Write](#).



Additional Resources

These are a variety of resources and activities that complement the Episodes of Learning. Included here are a suggested bank of vocabulary drawn from the Vehicle Text and Example Texts for explicit teaching. Additionally, there are signposted words that relate to statutory requirements for spelling found within English Appendix 1 of the National Curriculum, thus providing an opportunity to reinforce spellings.



Curriculum: Wider Reading

This section offers a range of additional suggested reading. This will assist children in accessing the rich themes found within the Vehicle Text and also provides background knowledge. This will inform the repertoire of reading entitlement for children and can therefore be used to supplement the following: reading for pleasure, read aloud, whole class shared reading and guided reading. It is also used to support the development of vocabulary. See also the linked resource [Steps to Read](#).



Curriculum: Wider Writing

This section offers a range of additional writing opportunities that link to the broader themes found within the Vehicle Text, enabling a choice for the teacher *and* for the writer.



Drama

The Vehicle Texts used in [Read to Write](#) are beautifully written and the illustrations they contain lend themselves to drama. Children write well about what they understand and drama conventions such as 'Freeze Frame', 'Step Inside', 'Role on the Wall' etc that punctuate this resource allow for the exploration of setting, an understanding of characters and the development of vocabulary. Getting to know the Vehicle Text also helps shape children's voice as a writer.



Progression Across the Year

This document allows for a curriculum implementation that is sequenced. It details progression and coverage across the year for word, sentence, text, punctuation and terminology for pupils. It is important that teachers ensure that all year group expectations are met by the end of the academic year.



Reflecting on unit outcomes: Next Steps

In ensuring that year group expectations are achieved it is important to reflect on outcomes in English books against year group standards. This document is designed for analysing unit achievements and planning for future learning. This is to be used in conjunction with the Progression Across the Year document to ensure that subsequent units of work 'weave in' year group expectations not yet achieved.



Research Influences

Writing is a complex process and our [Read to Write](#) resources follow a common sequence: Immerse, Analyse, Plan and Write. This is based on a tried and tested model (UKLA and Primary National Strategy, 2004 p.7) and acknowledges the strong interrelationship between speaking and listening, reading and writing. It also draws on a wide range of evidence about what works in the teaching of writing. This comes from academic research and the privilege of working with and learning from many inspirational teachers and schools.

Lost Narrative

Episodes of Learning

Episodes of Learning: A framework to Inform your Planning

These are the sequential steps of the **Read to Write** teaching sequence. *Episodes of Learning are NOT individual lessons.* They do however, provide a detailed framework of how to move through the **Read to Write** teaching sequence of: Immerse, Analyse, Plan and Write. They include opportunities for teaching important practices and approaches that enable effective learning. A typical English lesson may include much of the detail outlined from more than one Episode of Learning. This is because lessons are *always* informed by teachers' knowledge of *their* pupils (formative assessment). **Read to Write** units of work know the standard, they do not know the children in your class. Professional teacher decisions are crucial to ensure the needs of the children are met when using this document to help inform planning.

Starting Point: Organise your half term

- 1 Read the entire Vehicle Text
- 2 Read this entire **Read to Write** resource
- 3 Complete 'Reflect on Unit Outcomes' from previous writing and prioritise next steps (see example in appendix)
- 4 Calculate the number of days available for English teaching this half term
- 5 Plan for the two main writing outcomes
- 6 Allow the Episodes of Learning to inform *your* planning for *your* children in *your* class (see example planning proforma in appendix)
- 7 Incorporate daily Sentence Accuracy work based on year group standards and needs

What do you want the children to learn?

These generic examples can be used to support *your* daily learning objectives:

- I can predict what this story is about
- I can understand the setting / characters / events through drama
- I can find information from the illustrations / captions / diagrams
- I can respond to the words / sentences / themes of the Vehicle Text
- I can understand and use the vocabulary in the Vehicle Text
- I can understand and use the vocabulary in the Example Text (WAGOLL)
- I can write in role as the character(s) in the Vehicle Text
- I can write setting descriptions based on the Vehicle Text
- I can discuss the structure of the Vehicle Text / Example Text
- I can discuss language features of the Vehicle Text / Example Text
- I can identify and discuss how the writing works in the Example Text (Writer's Knowledge)
- I can gather ideas for my own writing
- I can use / select a plan to organise my own writing
- I can choose effective vocabulary and grammar to help plan my writing
- I can build additional vocabulary for my writing
- I can use my plan to help write my work
- I can use effective vocabulary / grammar / punctuation in my writing
- I can edit / revise / proofread my writing
- I can make sure Writer's Knowledge is used effectively





1: Immerse

Immersion in Text: Reveal

Display a collection of items such as a toy soldier, a red duffle coat, a basket containing a cake, a plastic cow, a goldilocks doll and a copy of a Hansel and Gretel book. This could form part of a hunt around the school collecting these significant objects from different locations. Ask the children to discuss the objects. Ask the children open questions about the objects:

- Who do you think these might belong to? Why?
- Do you think they are connected? How?
- What might happen with these objects in our story?
- What might the story be about? Does it remind you of any stories you know?

Display the illustration of the boy in bed watching the lightning.



- What is the mood of the picture?
- What details can the children see? (one legged soldier, the shadow of the bedhead, the darkness outside)

Grammar and Vocabulary in Context:



First, provide each pair with a copy of the picture and ask them to name as many nouns as they can in one minute. Second, ask them to pair each noun with x10 adjectives, e.g. the startling lightning, bright lightning, flashing lightning, alarming lightning etc. Share a bank of personification words.



Explain to the children they are going to use words that make things that are not human feel like they are human, using the Personification Word Bank (p. 28).



Children Write/Sentence Accuracy: Introduce or revise the idea of personification and provide some examples (see below). Invite the children, in pairs, to write three or four accurate sentences.

The startling **lightning screams** into the blackness.
The solitary soldier keeps silent watch as **night time beckons**.

Capture & Keep:

Place effective sentences on the Working Wall.
Collect children's predictions about the story and what it might be about.

Confident and Competent Writers:

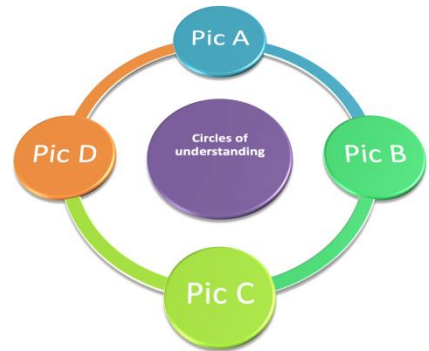
- Challenge the children to write a list poem using similes around the illustration. 'The room is like...'. 'The storm is like...'. 'The boy is like...'



2: Immerse

Immersion in Text: Circles of Understanding

V Reveal x4 pictures from the Vehicle Text and place around the room. The illustrations need not be in the correct order. Encourage rich discussions and possible links between them and the objects revealed from Episode of Learning 1.



Teacher Note: Given the children's writing outcomes will be about a lost narrative that links to the story, consider collecting effective vocabulary that relates to the feelings the character may have and descriptions of the surroundings.

Additional Detail, Gather Ideas, Drama Opportunity: Freeze Frame

V In groups children could bring an illustration to life. Use freeze frame convention then bring their freeze frame to life. Capture words and phrases that relate to the following description of the place and the character reaction within it – this will be useful for the Lost Narrative writing and planning that follows.



1. Name the things that you see
2. Effective noun phrases
3. Effective verbs
4. Effective adverbial phrases
5. Describe how your body reacts

Capture & Keep:

Keep new vocabulary explored and gathered on Working Wall.

Drama Opportunity: Conscience Alley

V "Don't go into the forest," said Mum. "Go the long way 'round.'" Ask the children to talk with a partner about what they think the boy should do. Should he listen to his Mum or not? Ask the children to make two equal, straight lines, facing each other, to form a corridor (or alley). Invite one child to be the boy in the book and explain that we are at the point in the story where the boy has to decide to:



1. Do as his Mum says, and go the long way around, or
2. Disobey her and go through the forest.

Ask the children: What should he do? Why? As the child being the boy walks slowly in between the two lines, ask one side to whisper reasons why he should obey his Mum and the other side to whisper reasons why he shouldn't. Then ask the 'boy' to walk up and down the alley, listening as he goes, before he makes a decision.

Capture & Keep:

Keep new vocabulary explored on Working Wall with a particular focus of words that relate to how he would feel.

Enjoy, Explore and Respond to Text: Read and enjoy all the Vehicle

V Text and signpost the illustrations and objects already explored as you read. Consider open questions:

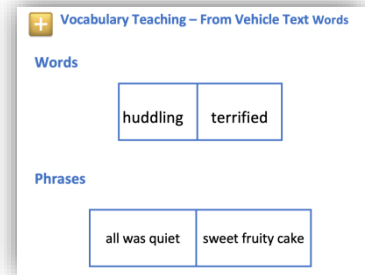
- What other stories does this remind you of?
- What is the effect of the suggestion of other stories within the text?
- Why has the author done this?
- What does it make you think?



3: Immerse

Grammar and Vocabulary in Context:

V Explore vocabulary from the Vehicle Text. Hand out copies of the words and phrases (p. 29). Discuss the meanings of words and phrases. Collect synonyms and antonyms for these words. Children to practise orally using them in sentences. Encourage use of personification. e.g. The old man huddled into his coat as though he was greeting an old friend.



When introducing new words use the 'Vocabulary: Ways to learn new words' resource found on p.69. Remember vocabulary will need to be encountered in several ways and on several occasions to help deepen understanding, memory and recall. Be encouraged to return to new vocabulary throughout this **Read to Write** unit of work.



Incidental Write:

V **Children Write:** Write sentences or a short paragraph using the new vocabulary that relates to one of the illustrations explored in Episode of Learning 2. Phrases from both the drama and the vocabulary can be used here. Focus on the feelings the images create. This will be useful for the narrative writing that follows.

Grammar and Vocabulary in Context: The Adverb Sentence Activity

V Ask the children to work in pairs, providing each pair with a set of adverb cards including the words Then, Next, Soon, Therefore (p. 34). Explain that, making a sentence each beginning with the word on the card they take, they will be retelling the story to each other orally - about x5 illustrations for the Vehicle Text to support oral retelling of the story. Model how to do this for the first illustration adding detail and a Y3 conjunction e.g. when, before, after, while, so, because.



Children Write: Sentence Accuracy Invite the children to write some of the sentences practised orally using the adverbials. Each sentence should start with an adverb.

First	Then	Next	Soon	Afterwards
Already	Eventually	Earlier	Therefore	Initially

Confident and Competent Writers:

- Use a range of conjunctions to extend sentences e.g. when, before, after, while, so, because.

Capture & Keep:

Display examples of these words and accompanying sentences on the Working Wall.

Enjoy, Explore and Respond to Text: Read and enjoy the Vehicle Text again.

V Consider the resource What is the Tune of the Text? (p. 31) Discuss with the children before completion.



4: Immerse

Explicitly share the writing outcome with the children:



Writing Purpose: To narrate.

Writing Outcome: To write a lost narrative in first person.

Explain to the children that an Example Text is going to be looked at which will help them have a go at writing a story of their own based on Into the Forest by Anthony Brown.

Enjoy, Explore and Respond to Text: Read and enjoy the Example Text (p. 25).

Familiarisation with Vocabulary/Sentence Accuracy: Study the Word



Become familiar with the language used in the Example Text – identify the key words and phrases in each paragraph that the class may be unfamiliar with (p. 30).



Revisit these words and phrases daily so children have an embedded understanding of them.

Do interactive language activities, look at synonyms and antonyms for the words, look at dictionary definitions. Children to use them in spoken sentences. Can the words be used in different ways? See also the vocabulary activities (p. 31). **Teacher Note:** Once children are familiar with the meanings of the words, do regular vocabulary activities to help them learn and reinforce their vocabulary.

This would be a great opportunity to use this vocabulary in a sentence using year group expectations (e.g. conjunctions etc)

Teacher Note: Let the children know that the Example Text is a WAGOLL (What a Good One Looks Like). This isn't designed to be learnt by heart or replicated. This is for finding out how writing works. This will help them when writing their own.



Familiarisation with Vocabulary: Tune of the Text

Provide each child with a copy of the Example Text (p. 25). Children to read and discuss phrases and sentences from the Example Text and what is the effect on the reader?



Drama Opportunity: Hot Seating



Start this part by showing a clip of Finding Nemo when Nemo realises that he has become lost and encourage the children to make notes about the possible feelings he may have. Explain that you are going to take on the role of the main character in the Example Text. Invite another adult in the class (if possible) to ask questions of you in role. Model detailed 'open' questions which will enable you to expand on the experience of being lost at the fair ground. Focus on questions such as:

Capture & Keep:
Place new vocabulary explored on Working Wall.

- ✓ How did you feel when you realised you were lost?
- ✓ Can you describe how your body reacted as you started to panic?

Repeat, asking two or three children to also take on this role.



Children Write: Invite the children to jot down notes and specific vocabulary to describe how the character felt and reacted during their experience.

Words			
inhaling	alien	lurched	eerie
darted	ensconced	falteringly	bustled
forbidden	thronged	clutch	halted

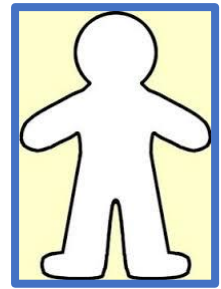
Phrases			
delicious scent	trying to swallow down my panic	the promise of winter had already arrived	breathy signature
grilled into me	faces swam before me	my heart thumped in my chest	my breathing quickened in fear

+ Sentences: What is the tune of the text?	
Sentence	Effect on Reader
We raced towards the bright, blinding lights as they twinkled and beckoned, inhaling the delicious scene of usually forbidden foods...	
Although it was still September, the promise of winter hung around us...	
The excitement was too much for me.	
It had been drilled into me to stay safe.	
Crowds thronged and bustled.	
Trying to swallow down my panic, I gazed around frantically.	
It felt as if the world was closing in on me.	
My heart thumped in my chest and my breathing quickened in fear.	

Role on the Wall:



Display an enlarged version of the human outline (p. 32) and model how to write words and phrases on the **outside** to describe how the character's body reacted (body trembled, shaking hands, palpitations in my chest, breathing quickened, heart raced) plus words and phrases on the **inside** to describe how they felt (anxious, scared). In groups, children to then complete their own role on the wall outline.



Incidental Write: Characterisation



Children Write: Children can use the words and phrases collected during the drama activity to create a paragraph showing how the character feels by how they are acting, or reacting to the setting.

Example Teacher Modelled Write

The feeling of dread washed over me and I began to panic. The more I looked around, the more I realised I had no idea where I was. My heart began to pound and a bead of sweat trickled down my spine... I was lost!

I tried to find a familiar face, or a landmark so I could get my bearings, but it was no use. I felt dizzy and disorientated. The flashing lights blinded me and the crowds of people seemed to swallow me whole. Fear controlled me completely, I was paralysed. I had to fight with every fibre of my being to keep my breathing under control – it was as if I had run a marathon, yet I had only moved a few paces.

Teacher Note: This type of writing will help the Lost Narrative writing that follows.



Analyse

4 days

- Familiarisation with text structures
- Familiarisation with language features
- Knowledge for the writer



5: Analyse

Familiarisation with Setting Description, Structure and Language Features:



Teacher annotates an enlarged copy of the Example Text with different coloured marker pens to familiarise the children with the structures and features of first-person narrative and support them when writing.



Discuss, Highlight and Annotate:

The following indicators will support important discussions with the children during guided work and whole class discussions. Through paired work, children will identify and discuss where these exist within the Example Text.

1. Example Text Structure:

- ✓ Paragraphs
- ✓ Chronological order
- ✓ Tension built through varied pace – detailed description balanced with action
- ✓ Resolution to the main character's problem

2. Example Text Language Features:

- ✓ Written in first person
- ✓ Description adds to character's sense of panic
- ✓ Effective verbs and adjectives
- ✓ Figurative language
- ✓ Fronted adverbial phrases

Capture & Keep:

The annotated, enlarged Example Text with key language featured and place on the Working Wall.

Confident and Competent Writers:

- Compare language features in Example Text with those found across a range of fiction texts.
- Highlight and annotate Example Text showing grouped ideas within paragraphs.

Children Write: Children annotate Example Text, clearly identifying language features and structures. Place these in English books.



Shared Reading:

Supplement shared reading opportunities by immersing children in a range of lost narratives.



See Wider Reading (p. 71).

Grammar in Context: Inverted Commas for Direct Speech



Look at the section of Example Text containing dialogue and revise punctuation of speech. Provide the children with Inverted Commas exercise (p. 35) and invite discussion/completion.

Share the rules:

- ✓ Each new character's speech starts on a new line
- ✓ Speech starts with inverted commas
- ✓ Speech starts with a capital letter
- ✓ Speech ends with comma, exclamation mark or a question mark (or full stop at the end of the sentence)
- ✓ A reporting clause is used (said, shouted, bellowed)
- ✓ Full stop goes after the reporting clause



Confident and Competent Writers:

- Cross-reference the rules by examining quality literature. Discuss the effects the punctuation has on the reader and manipulate where the punctuation marks can go and the effects created.

Capture & Keep:

Display correct punctuation of speech on Working Wall. Examples of sentences with effective use of pronouns to be displayed on the Working Wall.

Sentence Accuracy: Teacher models how to write a speech sentence accurately, checking after for punctuation, sense and handwriting. Children then write their own speech sentences accurately.



6: Analyse

Grammar in Context: Pronouns



Draw children's attention to the use of pronouns in the Example Text. How does this affect the text and aid the reader?



Display the following sentences from the Example Text:

My sister and I loved the fair – my parents took us every year. We raced towards the bright, blinding lights as they twinkled and beckoned, inhaling the delicious scent of usually forbidden foods such as candy floss and hot dogs. Although it was still September, the promise of winter had already arrived and, if we tried hard enough, you could make out our breathy signatures in the night air.

Model how the opening of the extract would look with no pronouns:

My **sister and I** loved the fair – my parents took my **sister and I** every year.
My sister and I raced towards the bright, blinding lights as **the blinding lights** twinkled and beckoned.

Discuss the effect

- ✓ Makes the reading efficient
- ✓ Refer back to the noun already used
- ✓ Makes sentences clearer
- ✓ Removes unnecessary words



Children Write: Sentence Accuracy Provide the children with Little Red Riding Hood extract (written with no pronouns) and ask them to rewrite it with pronouns.

One day, **Little Red Riding Hood's** Mother asked Little **Red Riding Hood** to take some cake to **Little Red Riding Hood's** Grandma, who lived in the woods. **Little Red Riding Hood's** Mother said to Little **Red Riding Hood**, "Stay on the path. Don't go through the forest. It's dangerous."
Little Red Riding Hood set off. **Little Red Riding Hood** was excited to see her Grandma – so excited in fact that **Little Red Riding Hood** decided to take the short cut – through the forest...

Capture & Keep:

Place sentences with pronouns and no pronouns on the Working Wall
Collect all personal pronouns; I, you, he, she, it, we, they, me, him, her, us, them and place them on the Working Wall.

Confident and Competent Writers:

- Invite the children to set a partner a challenge by writing a paragraph based on another well-known fairy tale without pronouns for their partner to rewrite.

Shared Reading:



Supplement shared reading opportunities by immersing children in a range of narratives.
See Wider Reading (p. 71).



7: Analyse

Collect Writer's Knowledge:



- Children to re-read the Example Text and identify Writer's Knowledge – describing the effects created.
- Provide children with the empty Writer's Knowledge table (pp.36-37).

Writer's Knowledge: Think About and Discuss

Think about using fronted adverbials to show how the action that follows is showing fear → Trying to swallow down my panic... Spinning around... Turning and running... Falteringly...

Use the Example Text. What has the writer done? Talk about the effect this has.

Think about when to use 'a' or 'an' when the adjective or noun start with a vowel → an old, worn an old woman an unforgiving

Think about using adverbs to show how something happens → Suddenly, as I woke (how) terrified, I gasped (how) falteringly, I lurked (how)

Think about using correctly punctuated speech when someone is talking → "Are you lost my little one?" "N-n-no," I stammered

Writer's Knowledge: Think About and Discuss

Think about starting with a one sentence paragraph and using short sentences to draw the reader in and make an impact → The day it happened started as an ordinary day. I was lost.

Use the Example Text. What has the writer done? Talk about the effect this has.

Think about using figurative language to help the reader imagine → the promise of an unforgiving winter breathy signatures

Think about describing how the character feels inside and outside → Terrified, I gasped for air My heart thumped in my chest and my breathing quickened in fear Sobbing with relief

Think about using phrases to show excitement → Flashed before me, making me feel giddy with their speed Crows thronged and bustled The repetitive music, slightly eerie

- Children to locate and discuss Writer's Knowledge and place examples in the empty table. Remember when looking at Writer's Knowledge it is important that children and teachers discuss:

- What the writer has done
- What the effect it has on the reader is

Capture & Keep:

On the Working Wall display the Writer's Knowledge annotated on the Example Text and listed.

Confident and Competent Writers:

- Search and discuss other quality texts to see if there are similar Writer's Knowledge used to inform the class list.
- Collect additional examples of words and phrases that link to the Writer's Knowledge and place these on the Working Wall.

NB It is important here to consider the words / phrases / punctuation marks that have been used and also what the effect of having them is on the reader. This understanding comes through rich discussions. NB The Writer's Knowledge has been completed here for the teacher. Rich discussions will help the children explore, locate and discuss them. Teacher led and group activities will support these discussions. These shaded thought bubbles must inform daily sentence accuracy work. Children need to practise these regularly as they inform standards expected for this year group.

Grammar and Punctuation in Context: The "-un"

Write the following sentences from the Example Text on the board:

Draw the children's attention to the words "familiar" and "unfamiliar". What do they notice? What is the meaning of each word? Explain that "un" is called a prefix and it changes the meaning of word to mean the opposite. Can the children think of any other examples? Hold an "un" marathon where the children work in groups to write as many "un" words as they can, along with their meaning. Now set each group a further challenge. Give each group a prefix such as anti, auto, extra and give them a set time to write as many words as they can. Share examples.

This would be a great opportunity for the children to write sentences accurately, reinforcing year group sentence expectations.

The faces surrounding me were unfamiliar; alien. Sobbing with relief, I threw my arms around his neck, breathing in his familiar smell.

Capture & Keep:

Display all prefix words on the Working Wall.



8: Plan

Explicitly share the writing outcome with the children:

Writing Purpose: To narrate.

Writing Outcome: To write a lost narrative in first person.



The children will be writing their own version of a Lost Narrative. A detailed planning process is vital to ensure the children are equipped to write a cohesive narrative. Provide children with a planning form (p. 40). Modelling how to plan effectively is essential.



Provide children with copies of the illustrations from the Vehicle Text which will help support effective planning of their Lost Narrative. Teacher to demonstrate completing the setting plan (p. 40). The teacher's completed plan can be used as a skeleton to help the teacher structure modelled writing.

There are five parts to the plan:

1. Main character travels somewhere. Location described
2. Main character gets lost
3. Main character starts to panic
4. Main character meets another character and becomes more scared
5. Main character is reunited with family member

Ensure that each section of the plan is modelled explicitly to the children. Show them how to use bullet points rather than write in full sentences. You may want to model one section then the children plan one section before moving on e.g. Section A plan:

- Annual trip to London
- Busy city
- Dazzling lights from cars and shops
- Bustle of visitors enjoying the buzz

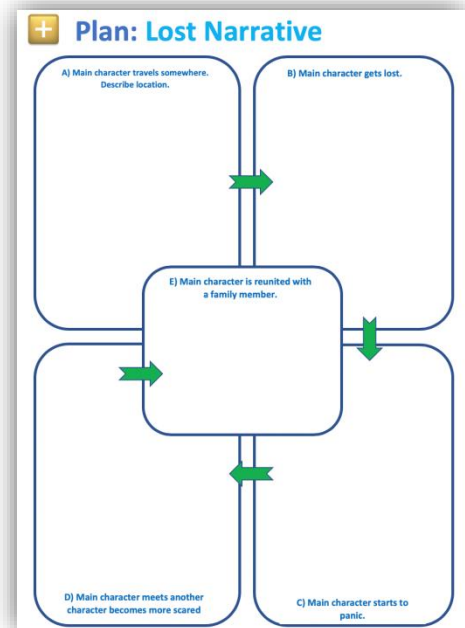
Children Write:



Children to plan their own Lost Narrative using planning frame and information collected on the Working Wall. Encourage children to consider significant events from the story. When planning, encourage the children to use:

- ✓ The Working Wall
- ✓ Writer's Knowledge
- ✓ Vocabulary collected
- ✓ Role on the wall activity for associated language – fear etc.

Children will need to remember what mood they are attempting to convey and select their vocabulary appropriately e.g. fear, anxiety etc.



Confident and Competent Writers:

- Create a plan for a Lost Narrative using different character perspective.
- Plan writing around a specific mood or atmosphere.



9: Write

Explicitly share the writing outcome with the children:



Writing Purpose: To narrate.

Writing Outcome: To write a lost narrative in first person.

Modelled and Guided Writing: Teacher to use the completed class plan to demonstrate how it is used to write a Lost Narrative using first person perspective.

Teacher Note: Use a think aloud 'writerly voice' to model composition, editing and evaluating of the writing on each of the shared writes (using the teacher class plan).

Display the opening sentence of the Example Text:

'The day it happened started as an ordinary day.'

What is the effect of this short opening sentence? What is the effect of using the pronoun "it" instead of instantly revealing the event to the reader?

Teacher Model

At last, our annual trip to London had arrived. My brother and I love visiting London and we skipped down the streets, taking in all of the sights and sounds of the busy city. Lights from the cards and shop windows dazzled us and we were entranced by the buzz and bustle.



Children Write: Sentence Accuracy Children to write their own opening short sentence, encouraging use of the withholding of information. Share examples.

Teacher Note: Refer to information on the Working Wall when completing a modelled write in particular the:

- ✓ Language features
- ✓ Writer's Knowledge
- ✓ Vocabulary choices
- ✓ Intended effect on the reader

Children use their plan, the Example Text and examples from the modelled write and Working Walls to write their own lost narrative.



10, 11 & 12: Write



Children Write:

Children independently move through the plan to write their own Lost Narrative following their plan.

Writer's Knowledge Reminder:

As the children write each paragraph, ensure that there are frequent opportunities to revisit the Writer's Knowledge by:

- ✓ Identifying examples in the modelled writing and in children's own writing.
- ✓ Ensuring that there are plenty of opportunities for children to write and orally rehearse sentences.
- ✓ Discussing the effect of word and phrase choice to create and maintain atmosphere.

+ **Writer's Knowledge: Think About and Discuss**

Think about using fronted adverbials to show how the action that follows is showing fear → Trying to swallow down my panic...
Spinning around...
Turning and running...
Falteringly...

Use the Example Text.
What has the writer done?
Talk about the effect this has.

Think about when to use 'a' or 'an' when the adjective or noun start with a vowel → an old, worn
an old woman
an unforgiving

Think about using adverbs to show how something happens → Suddenly, as I woke (how) terrified, I gasped (how) falteringly, I lurked (how)

Think about using correctly punctuated speech when someone is talking → "Are you lost my little one?"
"N-n-no," I stammered

+ **Writer's Knowledge: Think About and Discuss**

Think about starting with a one sentence paragraph and using short sentences to draw the reader in and make an impact → The day it happened started as an ordinary day.
I was lost.

Use the Example Text.
What has the writer done?
Talk about the effect this has.

Think about using figurative language to help the reader imagine → the promise of an unforgiving winter
breathy signatures

Think about describing how the character feels inside and outside → Terrified, I gasped for air
My heart thumped in my chest and my breathing quickened in fear
Sobbing with relief

Think about using phrases to show excitement → Flashed before me, making me feel giddy with their speed
Crowds thronged and bustled
The repetitive music, slightly eerie

Confident and Competent Writers:

- Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently.
- Become increasingly independent by making revisions, proof-reading and making corrections to improve their own writing.
- Ensure compositional alterations made, relate to the desired effect on the reader.
- Evaluate their writing with peers.
- Act as a writing coach to a group, reviewing/editing their writing.
- Draft alternative versions of writing to compare.
- Additional Writing

Draft, Revise and Edit:

For *all* children in Year 3 it is important that they make additions, revisions and proof-read corrections to their own writing after each paragraph. At this stage of the writing sequence, it is important that the children evaluate their writing daily with a teacher and other pupils by assessing the effectiveness of their own and others' writing. Children can now assess the effectiveness of their writing and propose changes to vocabulary, grammar and punctuation to enhance effects. Provide peer editing opportunities.



13: Write

Children Write: Optional Independent Writing



Repeat with increased independence using a second plan.

Children can have another attempt at writing a Lost Narrative. Consider the following options for writing:

- changing the perspective of character who is lost
- setting where the character gets lost



Gather different possibilities for the writing and also provide different illustrations which could provide a focus for their writing

- a busy shopping centre
- a National Trust property
- a forest
- a supermarket
- a train station
- a zoo
- a park
- a library

Children will need to consider the planning document Lost Planning form (p. 40).

Confident and Competent Writers:

- Prepare to discuss writing and read to class, explaining the effects used and why. Ensure that children comment on how their choice of Writer's Knowledge and vocabulary add to the effect.
- Add commentary – annotate their writing, explaining language choices and effects used and why.
- Write in greater detail, adding more personal response to their surrounding (if first person narrative).
- Write it from the perspective of another family member or onlooker.



Example Text: Lost Narrative

The day it happened was just an ordinary day.

My sister and I loved the fair – my parents took us every year. We raced towards the bright, blinding lights as they twinkled and beckoned, inhaling the delicious scent of usually forbidden foods such as candy floss and hot dogs. Although it was still September, the promise of an unforgiving winter had already arrived and, if we tried hard enough, you could make out our breathy signatures in the night air.

The excitement was just too much for me. It had been drilled into me to stay safe – not to wander too far away, but the sights and sounds were just too enticing. Rides flashed before me, making me giddy with their speed. Crowds thronged and bustled. The repetitive music, slightly eerie, distracted me and before I knew it, I could no longer see anyone I knew. The faces surrounding me were unfamiliar; alien. I was lost.

Trying to swallow down my panic, I gazed around frantically. Faces swam before me and lights blurred my vision. I blinked and tried to take a breath – it felt like the world was closing in on me. Terrified, I gasped for air as I stumbled among the crowds, desperate to see a familiar face. My heart thumped in my chest and my breathing quickened in fear. My eyes darted from one direction to another – surely they must be somewhere? Suddenly, as I looked down, my eyes halted on an old, worn pair of leather pointed boots...

“Are you lost my little one?” I gazed upwards. There, in front of me, was an old woman, dressed head to toe in black. My eyes widened in fright and I staggered backwards. “N-n-no,” I stammered. Turning and running, I found myself even further ensconced in the crowd, unable to see properly, unable to breathe. Falteringly, I lurched to a stop as a cold pair of hands grabbed me from behind. I gasped.

Spinning round, wild with fear, I tried desperately to wriggle out of their clutch, until I saw the face they belonged to... My Dad. Sobbing with relief, I threw my arms around his neck, breathing in his familiar, reassuring smell. I was safe.



Example Text: Annotated

Key

[C] composition
 [GP] grammar and punctuation
 [T] transcription
 [WK] Writer's Knowledge

Punctuation used correctly throughout including commas after fronted adverbials.
 [GP]

The day it happened was just an ordinary day.

My sister and I loved the fair – my parents took us every year. We raced towards the bright, blinding lights as they twinkled and beckoned, inhaling the delicious scent of usually forbidden foods such as candy floss and hot dogs. Although it was still September, the promise of an unforgiving winter had already arrived and, if we tried hard enough, you could make out our breathy signatures in the night air.

A range of figurative language is used for effect (C)

The piece starts with a short sentence including the pronoun "it" to withhold information from the reader
 (C)

The excitement was just too much for me. It had been drilled into me to stay safe – not to wander too far away, but the sights and sounds were just too enticing. Rides flashed before me, making me giddy with their speed. Crowds thronged and bustled. The repetitive music, slightly eerie, distracted me and before I knew it, I could no longer see anyone I knew. The faces surrounding me were unfamiliar; alien. I was lost.

Noun phrases are expanded by the addition of modifying adjectives (e.g. old woman. Cold hands, familiar, reassuring smell)
 [GP]

Trying to swallow down my panic, I gazed around frantically. Faces swam before me and lights blurred my vision. I blinked and tried to take a breath – it felt like the world was closing in on me. Terrified, I gasped for air as I stumbled among the crowds, desperate to see a familiar face. My heart thumped in my chest and my breathing quickened in fear. My eyes darted from one direction to another – surely they must be somewhere? Suddenly, as I looked down, my eyes halted on an old, worn pair of leather pointed boots...

Speech is punctuated accurately
 [G]

"Are you lost my little one?" I gazed upwards. There, in front of me, was an old woman, dressed head to toe in black. My eyes widened in fright and I staggered backwards. "N-n-no," I stammered. Turning and running, I found myself even further ensconced in the crowd, unable to see properly unable to breathe. Falteringly, I lurched to a stop as a cold pair of hands grabbed me from behind. I gasped.

Using varied sentence structure; short sentences used for impact alongside complex sentences that give detail.
 [GP]

Spinning round, wild with fear, I tried desperately to wriggle out of their clutch, until I saw the face they belonged to... My Dad. Sobbing with relief, I threw my arms around his neck, breathing in his familiar, reassuring smell. I was safe.

A range of language is used to convey the feeling of panic and fear; frantically, falteringly, gasped
 [WK]

Fronted adverbials used with the correct use of the comma, to give clarity and move the plot forward.
 [GP]

The prefix un is used to change the meaning of "familiar"
 (GP)



Lost Narrative



Additional Resources



Personification Word Bank

smile
flew
jump
run
clap
dance
wake
wink
sing
chatter
dance
tiptoe
knock
walk
play
wink
grin
breath
rest
relax
bark

howl
swallow
flew
hiss
lash out
grumble
glared
argue
race
scratch
leap
lurk
moan
march
attack
screech
protest
scream
leap
creep
shout



Vocabulary Teaching: From Vehicle Text

Words

huddling	terrified
----------	-----------

Phrases

becoming darker	children huddled
all was quiet	sweet fruity cake
dreadful sound	something was following me



Vocabulary Teaching: From Example Text

Words

inhaling	alien	lurched	eerie
darted	ensconced	falteringly	bustled
forbidden	thronged	clutch	halted

Phrases

delicious scent	trying to swallow down my panic	the promise of winter had already arrived	breathy signature
grilled into me	faces swam before me	my heart thumped in my chest	my breathing quickenened in fear

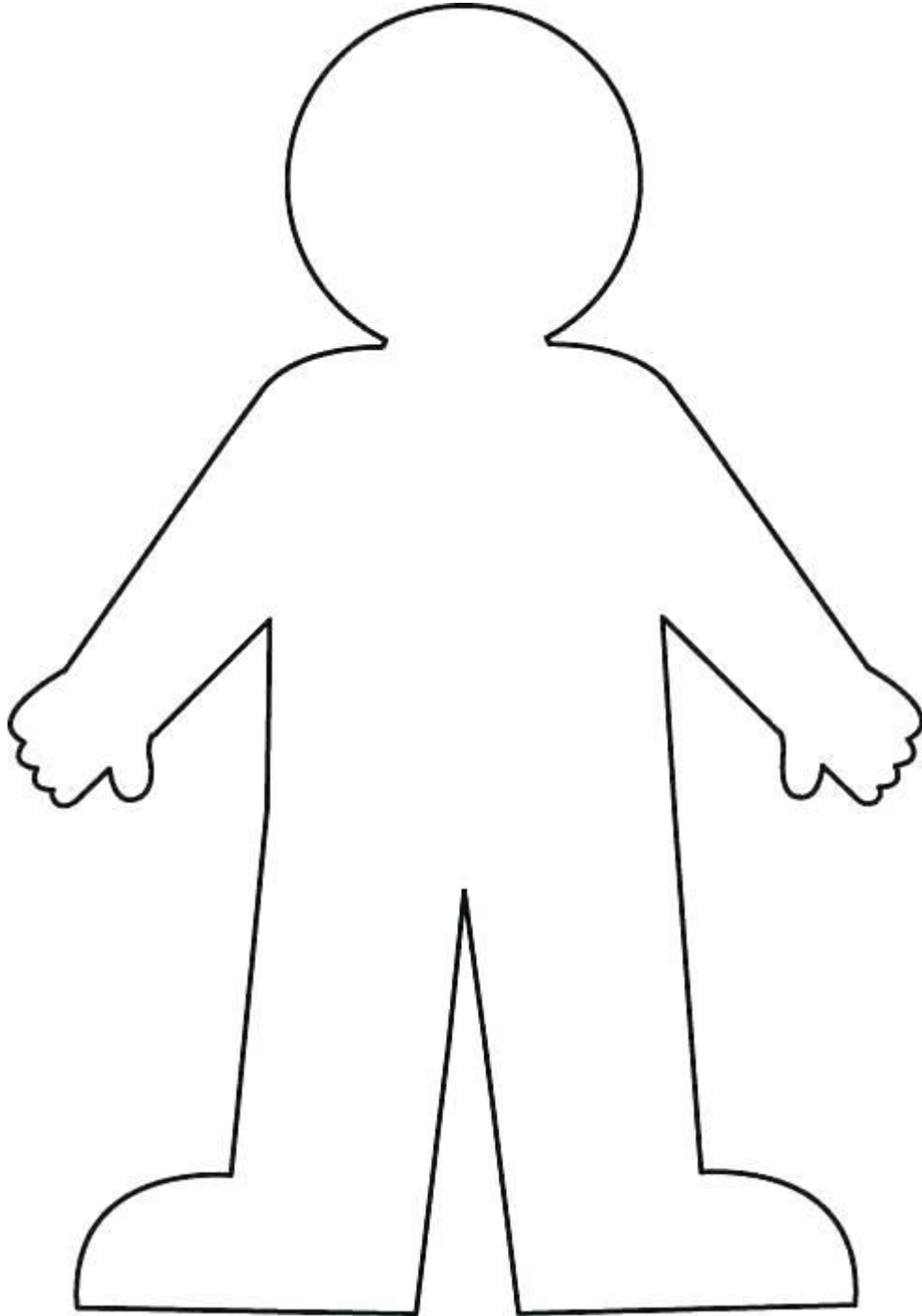


Sentences: What is the tune of the text?

Sentence	Effect on Reader
We raced towards the bright, blinding lights as they twinkled and beckoned, inhaling the delicious scene of usually forbidden foods...	
Although it was still September, the promise of winter hung around us...	
The excitement was too much for me.	
It had been drilled into me to stay safe.	
Crowds thronged and bustled.	
Trying to swallow down my panic, I gazed around frantically.	
It felt as if the world was closing in on me.	
My heart thumped in my chest and my breathing quickened in fear.	



Role on the Wall





Adverbs Board

First	Then	Next	Soon	Afterwards
Already	Eventually	Earlier	Therefore	Initially

Pronouns

One day, Little Red Riding Hood's Mother asked Little Red Riding Hood to take some cake to Little Red Riding Hood's Grandma, who lived in the woods. Little Red Riding Hood's Mother said to Little Red Riding Hood, "Stay on the path. Don't go through the forest. It's dangerous."

Little Red Riding Hood set off. Little Red Riding Hood was excited to see her Grandma – so excited in fact that Little Red Riding Hood decided to take the short cut – through the forest...



Inverted Commas

Re-write the following, using correct punctuation;

don't go through the forest my mum told me I won't I replied don't worry

where is dad I asked as we sat down to breakfast I don't know came the answer

would you like to buy a milky moo cow asked the strange boy why would I want a milky moo cow I wondered

the girl stopped me in the forest and asked if she could have my Grandma's cake of course you can't I retorted

do you know where my father is cried the boy as I passed him

come in, come in came the voice I wasn't sure I recognised

dad I cried in happiness

Grandma opened up the basket with cake let's all have a slice she said



Writer's Knowledge: Think About and Discuss

Think about using fronted adverbials to show how the action that follows is showing fear



Use the Example Text.
What has the writer done?
Talk about the effect this has.

Think about when to use 'a' or 'an' when the adjective or noun starts with a vowel or consonant



Think about using adverbs to show how something happens



Think about using correctly punctuated speech when someone is talking



Shaded thought bubbles indicate the grammar expectation of this unit and for this year group's standard and reinforces the previous year group's standard. These must inform contextual daily Sentence Accuracy work.

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Writer's Knowledge: Think About and Discuss

Think about starting with a one sentence paragraph and using short sentences to draw the reader in and make an impact



Use the Example Text.
What has the writer done?
Talk about the effect this has.

Think about using figurative language to help the reader imagine



Think about describing how the character feels inside and outside



Think about using phrases to show excitement





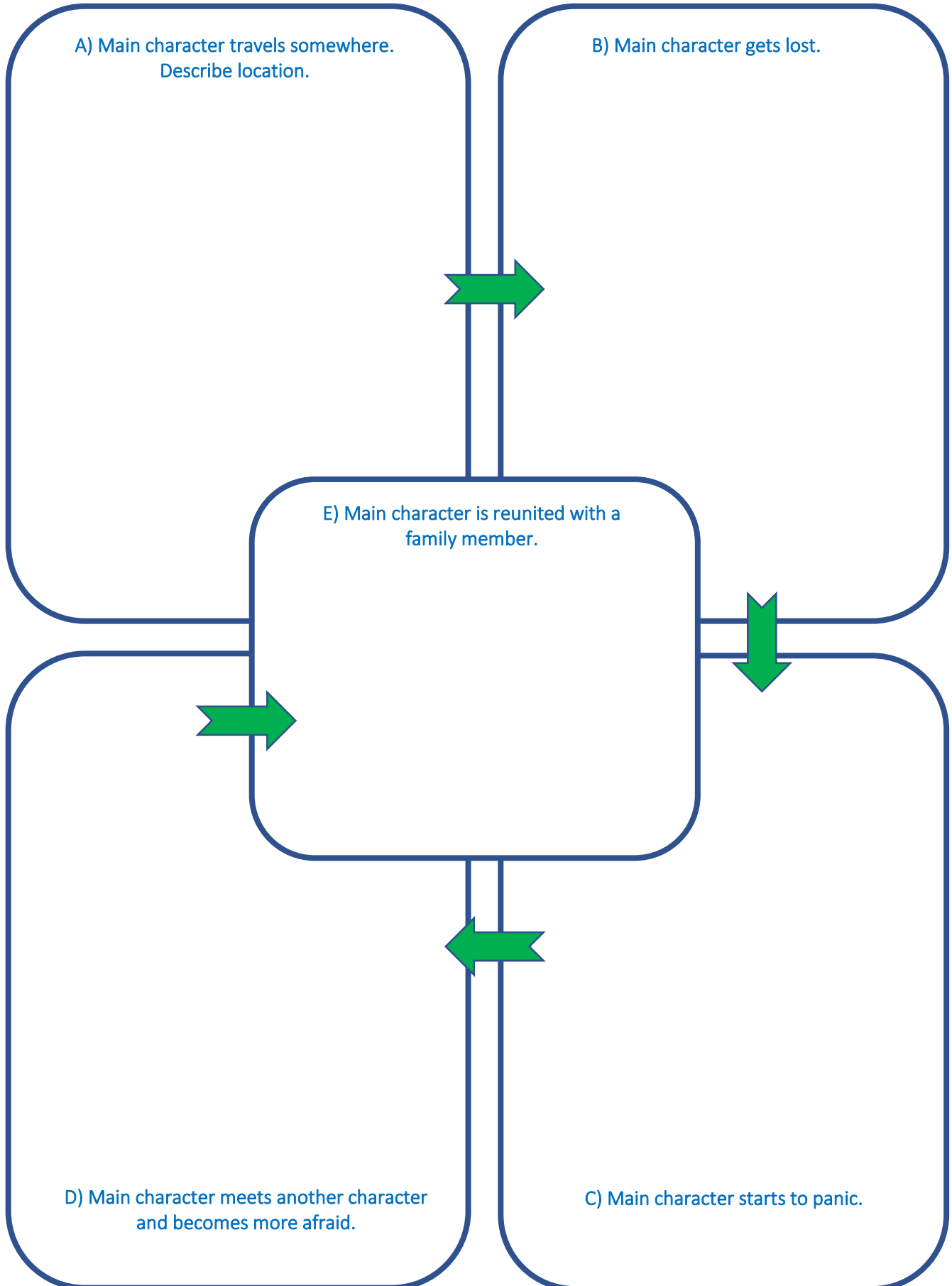
Spelling Reinforcement

LINK WORDS FROM SPELLING POS

Words from Example Text	Spelling Rules and Guidance
direction	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p>
promise breathe	<p>Year 3 & 4 Spelling List</p>
frantically falteringly	<p>The suffix –ly</p> <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exception – If the root word ends with –ic, –ally is added rather than just –ly</p>
unfamiliar	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p>



Lost Narrative Plan



Newspaper Report

Episodes of Learning



Episodes of Learning: A framework to Inform your Planning

These are the sequential steps of the [Read to Write](#) teaching sequence. *Episodes of Learning are NOT individual lessons.* They do however, provide a detailed framework of how to move through the [Read to Write](#) teaching sequence of: Immerse, Analyse, Plan and Write. They include opportunities for teaching important practices and approaches that enable effective learning. A typical English lesson may include much of the detail outlined from more than one Episode of Learning. This is because lessons are *always* informed by teachers' knowledge of *their* pupils (formative assessment). [Read to Write](#) units of work know the standard, they do not know the children in your class. Professional teacher decisions are crucial to ensure the needs of the children are met when using this document to help inform planning.

Starting Point: Organise your half term

- 1 Read the entire Vehicle Text
- 2 Read this entire [Read to Write](#) resource
- 3 Complete 'Reflect on Unit Outcomes' from previous writing and prioritise next steps (see example in appendix)
- 4 Calculate the number of days available for English teaching this half term
- 5 Plan for the two main writing outcomes
- 6 Allow the Episodes of Learning to inform *your* planning for *your* children in *your* class (see example planning proforma in appendix)
- 7 Incorporate daily Sentence Accuracy work based on year group standards and needs

What do you want the children to learn?

These generic examples can be used to support *your* daily learning objectives:

I can predict what this story is about

I can understand the setting / characters / events through drama

I can find information from the illustrations / captions / diagrams

I can respond to the words / sentences / themes of the Vehicle Text

I can understand and use the vocabulary in the Vehicle Text

I can understand and use the vocabulary in the Example Text (WAGOLL)

I can write in role as the character(s) in the Vehicle Text

I can write setting descriptions based on the Vehicle Text

I can discuss the structure of the Vehicle Text / Example Text

I can discuss language features of the Vehicle Text / Example Text

I can identify and discuss how the writing works in the Example Text (Writer's Knowledge)

I can gather ideas for my own writing

I can use / select a plan to organise my own writing

I can choose effective vocabulary and grammar to help plan my writing

I can build additional vocabulary for my writing

I can use my plan to help write my work

I can use effective vocabulary / grammar / punctuation in my writing

I can edit / revise / proofread my writing

I can make sure Writer's Knowledge is used effectively

Immerse:



Analyse:



Plan:



Write:





1: Immerse



In this Read to Write unit children will write a newspaper report about the missing dad based on the Vehicle Text (Into the Forest). Firstly, they will need to explore what a good loosely connected newspaper report looks like.

Immersion in Text: Reveal Clues

Leave a series of pebble trails around school leading to the following objects:

- A pile of sweets
- A loaf of bread
- Some gingerbread cookies
- A witch's hat
- A line of text - *Understandably, both children were traumatised when discovered, but otherwise appeared well.*

Discuss with the children what this could mean. Does it remind them of anything? What significance do these objects hold?

Drama: Hot Seating



Return to the class to discover an eye witness (another adult/child) who is keen to tell the children that she has just walked through the nearby woods and spotted two children who appear to be lost. Model questioning her to ascertain more about this.

Now arrange for a local reporter (another adult) to enter the room, saying that s/he has heard about the incident and would like the children to interview the witness on the paper's behalf.



Provide Reporter badges (p. 63) and ask the children to interview the witness to gain more information.

Place the following words for children to use as a prompt for questioning:

- What?
- Where?
- Who?
- When?

Capture & Keep:

Reporter questions on the Working Wall – useful to cross reference this with the Example Text once shared.



Now Read and Enjoy the Example Text and Discuss:



The newspaper report (p. 53) can be introduced through the **Teacher in Role** drama convention as the newspaper reporter. Leaving it with the children, so they will know how to write a report themselves. You may want to land the idea that you have heard from local police there is a missing dad in a forest (this relates to the Vehicle Text).

Teacher Note: Let the children know that the Example Text is a WAGOLL (What a Good One Looks Like). This isn't designed to be learnt by heart or replicated. This is for finding out how writing works. This will help them when writing their own.

Explicitly share the writing outcome with the children:



Writing Purpose: To inform.

Writing Outcome: To write a newspaper report about the discovery of the missing Dad.



Enjoy, Explore and Respond to Text:
Grammar and Vocabulary in Context/Sentence

Accuracy:

Explore vocabulary from the Example Text. Hand out copies of the words and phrases (p. 56). Discuss the meanings of words and phrases. In pairs, try putting them into sentences, finding antonyms and synonyms.



Children Write: Children to record sentences in their books.

Capture & Keep:

Display words and phrases and work on Working Wall.

When introducing new words use the 'Vocabulary: Ways to learn new words' resource found on p.69. Remember vocabulary will need to be encountered in several ways and on several occasions to help deepen understanding, memory and recall. Be encouraged to return to new vocabulary throughout this **Read to Write** unit of work.

Words

heaved	discovered	circumstances	unclear
stepmother	traumatised	horrific	precious

Phrases

a collective sigh of relief	discovered unharmed	called in for questioning
rebuilding a relationship	regret my actions completely	the circumstances are as yet unclear

Grammar and Punctuation: Inverted Commas

Revise the use of inverted commas (including commas) from the previous writing outcome within the unit. Teacher model how to write up some of the answers given in hot seating as a short paragraph using correct speech punctuation, e.g.

"Where did you see these two children?" asked Rebecca.
"They were just huddled together in a small clearing in the woods," came the reply.



Refer to the inverted commas resource (p. 64). Children to sort the cards into two piles – those which are using inverted commas correctly and another pile with those that are not.

Confident and Competent Writers:

- Use thesauruses to explore synonyms and antonyms of words found in the Example Text. Present this back to the class.



Children Write: Sentence Accuracy Children to then rewrite the incorrect ones in their book, making sure punctuation of inverted commas is used correctly. Teacher to model this first, showing sentence accuracy. Then check it for punctuation, sense, spelling etc.

Confident and Competent Writers:

- Firstly, explain the terms direct and indirect speech to the children. Then using the resource direct or indirect speech (p. 65), ask them to sort the cards into two piles – direct and indirect speech. Then invite the children as an extra challenge to rewrite all the direct speech cards into indirect speech and vice versa.

Capture & Keep:

Display examples of correct punctuation of speech on the Working Wall.



Analyse

4 days

- Familiarisation with text structures
- Familiarisation with language features
- Knowledge for the writer



2: Analyse



Grammar and Punctuation in Context: A or an?

Revise and review the use of a or an before a noun. When do we use a? When do we use an? Play Guess the Fairy Tale (p. 58).

Give out copies of the resource and ask children to fill in the gaps with either 'a' or 'an' then challenge a partner orally to guess the fairy tale.

Guess the Fairy Tale

+ Guess The Fairy Tale		
___ young woman is forced into cleaning and cooking by her step sisters.	___ wolf dresses up as ___ grandparent to try and eat ___ young girl.	___ apple is poisoned by ___ evil Queen posing as ___ old woman.
___ accident involving ___ spinning wheel results in ___ Princess sleeping for ___ hundred years.	___ beautiful young woman and her step sisters are excited by the arrival of ___ invitation to ___ ball.	___ young boy and his sister are abandoned in the woods by their Father and ___ evil step-mother.



Children Write: Children to design a poster explaining the *a* or *an* rule.

Television Report Part 1:

Provide the children with toy microphones and a reporter badge (p. 63). Explain that in twos, they are going to work on a report about the missing Dad being discovered in the cottage in the woods. Firstly, share a video clip (internet search words:

Capture & Keep:
Display correct sentences on the Working Wall
Display posters on working wall.

BBC Children in Need Young Reporter) <https://www.youtube.com/watch?v=VhcB8i4ACpg>

Ask the class to consider the use of language as the reporters face the camera.

- Which tense are they speaking in?
- How do they inform the watcher of the important information?
- When they interview someone, how do they introduce this interview?
- What language/questions do they use?
- What type of questions are being asked?

You may want to get different groups to look at a different focus and present their findings back to the class.

Television Report Part 2: Drama Opportunity



The children will now work on a short presentation. One of them will take the part of the reporter and the other will take the part of two witnesses; firstly, the Dad as he is discovered and secondly the main character (the boy) in the Vehicle Text.

Rehearse and refine before performing to the rest of the class.

Incidental Write: Note Taking



Children Write:

Children can pick one of the presentations from the Television Report Part 2 to make notes on. Teach children the skills needed for effective note making: brief notes – doesn't need to be full sentences – focus on most important part of questions and answers, notes must make sense to the writer so that they can explain what they have seen from what they have written.

Example Teacher Modelled Write:

Q: What did you see:

Witness 1: *strange things in forest, boy shouting, someone lost*

Q: Who did you speak to?

Witness 2: *calmed boy down, listened to story – Dad lost, not been seen for an hour, boy scared.*

Teacher Note: These notes can then be developed into full sentences, showing sentence accuracy to reinforce year group sentence expectations.



3: Analyse

Familiarisation with Newspaper Report Structure and Language Features:



Teacher to annotate an enlarged copy of the Example Text with different coloured marker pens to enable the children to understand different language structures and the structure of a diary entry.



This will support them when writing their own.

Discuss, Highlight and Annotate:



The following indicators will support important discussions with the children during guided work and whole class discussions. Through paired work, children will identify and discuss where these exist within the Example Text.

1. Example Text Structure:

- ✓ Headline
- ✓ An introductory paragraph which states the missing person has been found
- ✓ A paragraph giving details of the disappearance
- ✓ A paragraph including a quote from the person who has been found
- ✓ A paragraph including a quote from another person involved
- ✓ A final paragraph which updates the reader as to the current situation.

2. Example Text Language Features:

- ✓ A headline to grab attention
- ✓ subheadings
- ✓ Use of direct quotes from witnesses/people involved
- ✓ Describes the feeling
- ✓ Describes the detail
- ✓ Opening paragraph answers the following questions -When? Where? Who? What? Why?

Capture & Keep:

The annotated, enlarged Example Text is to be placed on the Working Wall.

Children Write: Sentence Accuracy Children annotate Example Text, clearly identifying language features and structures. Place these in English books.



Confident and Competent Writers:

Expose the children to a range of newspaper reports for reading analysis and ask them to identify features such as:

- Headlines which summarise the story
- Quotes from witnesses
- Examples of annotated newspaper reports for display on the Working Wall.

Shared Reading:

Supplement shared reading opportunities by immersing children in a range of newspaper reports.



See Wider Reading (p. 71).



4: Analyse

Grammar and Punctuation in Context: Formal and Informal Language



Consider the use of formal language in the Example Text. Write the following sentences on the board:



The **children** were **discovered** by their **Father** in an **unusual cottage made entirely** of gingerbread.

The **kids** were **found** by their **dad** in a **really weird** gingerbread house.

- Which is formal (feels like you are reading important information **written** in a newspaper)?
- Which is informal (feels chatty like someone is **speaking** directly to you)?
- What are the differences? What is the effect?



Work through the words highlighted in bold above. The word *kid* is a 'slang' word for children and dad rather than father adds to the informality of the sentence. Referring back to the Example Text, ask children to identify further examples of formality and challenge them to orally re read the piece using informal language. Using Formal and Informal Language (p. 67), ask the children to match up the formal sentence to its more informal equivalent. This activity will help show children that Newspaper Reports are formal (can be informal too when people are being quoted).

Incidental Write: Sound Bites

Children Write:



Using their understanding of the characters in the text, challenge children to create a list of sound bites (quotes) that could be used in the report.

Confident and Competent Writers:

- Identify formal and informal language in a range of newspaper reports. Look at the differences between broadsheets and tabloids and compare in small guided group.

Example Teacher Modelled Write:

"I was stuck to the spot, frozen with fear."

"The house was so weird, it looked like it was made up of sweets, I'd never seen anything like it!"

"The old woman was horrible. At first she seemed ok, but soon I figured out what she really wanted."

Teacher Note: Use a think aloud 'writerly voice' to model composition, editing and evaluating of the writing on each of the shared writes (using the teacher class plan).

Teacher Note: This type of writing will support Newspaper Report that follows.



5: Analyse

Collect Writer's Knowledge:



Provide children with the empty Writer's Knowledge thought bubbles (pp.60-61). As a class, look at the first two Writer's Knowledge and find examples together before asking the children to complete the blank thought bubbles. Children to reread the Example Text and help them identify Writer's Knowledge – describing the effects created.



Children Write: Children to locate and discuss Writer's Knowledge and place examples in the empty thought bubbles (completed one shown below).



Writer's Knowledge: Remember when looking at Writer's Knowledge it is important that children and teachers discuss:

- What the writer has done
- What the effect it has on the reader is

NB It is important here to consider the words/ phrases / or punctuation marks that have been used and also what the effect of having them is on the reader. This understanding comes through rich discussions.

Writer's Knowledge: Think About and Discuss

Think about using subheadings to help the reader know what the paragraphs are about → A stepmother questioned Found and Shaken A father shamed

Use the Example Text. What has the writer done? Talk about the effect this has.

Think about using direct quotes from people involved in the incident, punctuated correctly → "It was horrific" "I am relieved to have my precious children home safely"

Think about using the present perfect tense → Reports have suggested

Think about using 'an' when introducing a noun or adjective that starts with a vowel → an unusual an elderly

Writer's Knowledge: Think About and Discuss

Think about using the prefix 'un' and 'dis' to show how a word can be made an opposite → Unusual – usual unharmed – harmed unclear – clear disappeared – appeared

Use the Example Text. What has the writer done? Talk about the effect this has.

Think about using a short headline → Missing Children Found

Think about using a sentence to introduce the story → The village of Ticklewell heaved a collective sigh of relief today when two children, missing for several days, were discovered unharmed

Think about using words to show how the people in the report are feeling → It was horrific Terrifying Delighted and relieved

NB. The Writer's Knowledge has been completed here for the teacher. Rich discussions will help the children explore, locate and discuss them. Teacher led and group activities will support these discussions. These shaded thought bubbles must inform daily sentence accuracy work. Children need to practise these regularly as they inform standards expected for this year group.

Capture & Keep:

On the Working Wall display the Writer's Knowledge annotated on the Example Text and listed.

Confident and Competent Writers:

- Search and discuss other reports from wider reading to see if there are similar Writer's Knowledge used.
- Collect additional examples of words and phrases that link to the Writer's Knowledge and place these on the Working Wall.
- Add 'Effect on Reader' section to table and share with class.



6: Plan

Explicitly share the writing outcome with the children:



Writing Purpose: To inform

Writing Outcome: To write a newspaper report about the discovery of the missing Dad.



Gather Ideas:



Display enlarged copies of images from the Vehicle Text. Refer to Name the Page document to help navigate (p. 66).

- Boy in bed
- Cow
- Red coat
- Arrival at house
- Grandma in bed

First, invite the children to view all the images and to place sticky notes on each one, suggesting the thoughts and feelings of the main character. Next, ask the children to revisit each one, providing a quote which could be used in their newspaper report (speech bubble sticky notes could be useful here to make the distinction between ideas the direct speech of the written newspaper report). Signpost the children to the information on the Working Wall that relate to the Television Report Part 2: Drama Opportunity from Episode of Learning 3.

Capture & Keep:

Display the enlarged images on the Working Wall. Explain that these will be useful when the children come to writing their own newspaper report and will help inform the planning process.

Sentence Accuracy: Model how to turn one of the speech bubbles into an accurate sentence, e.g. "I couldn't believe my eyes," said the boy. Children write one accurate speech sentence.



Grammar and Punctuation in Context: Apostrophes

Revise and review the use of apostrophes for contractions and to mark the possession of singular nouns (revision of work from Y2) e.g. The girls play (plural). The girl's coat (1 girl). The girl plays (singular). Revise the terminology *singular* and *plural* (revision of work from Y1).

Teach the use of apostrophes to mark plural possession (Y3). Share the rule: If the plural ends with the letter 's', then add an apostrophe. e.g. girls' books (more than one girl). Share the resource (p. 57) with the children and explain that they need to sort the book titles into two piles – one pile of titles with only one main character and another pile with more than one. Explain that the clue is in the apostrophe!

Apostrophe Activity

The children's Stepmother	The witch's cottage	The father's relief	The reporters' excitement
The trees' branches	The tree's branches	The villagers' worry	The forest's beauty

Capture & Keep:

Provide the rules for possessive apostrophes on the Working Wall with clear examples.

Confident and Competent Writers:

- Challenge the children in a homework activity to find examples in the local environment of apostrophes used incorrectly.



7: Plan

Organising Information:



A detailed planning process is vital to ensure the children are equipped to write a Newspaper report. Provide children planning formats (p. 62). Modelling *how* to plan effectively is essential. Explain that the children will be writing about the missing dad being found. Teacher to Model *how* to use the plan to complete an effective newspaper report, referring back to the Writer's Knowledge. A class teacher plan, closely linked, will demonstrate explicitly to the children *how* to plan effectively. The teacher class plan will inform the shared writing and can focus on a different person found (perhaps an old lady in the forest from the Hansel and Gretel - see next Episode of Learning 8). Ensure the Writer's Knowledge are being used effectively in the class plan and in their own plans. Example Model Plan:

Headline	Kidnap Suspect Found
Short Introduction	<ul style="list-style-type: none"> • Earlier today • Elderly woman found • Suspected kidnapping • Hiding in woods

Paragraph	Brief Details and Ideas
Headline	
A short introduction to the person who has been missing and is now found	
A paragraph giving further details- how long was the person missing- plus a direct quote about their feelings and experience	
Further information including a direct quote from someone else involved	
A summary of events so far	

You may model the plan for one section then children write that section before moving on.



Children Write:

Children apply this process to their own planning frame.

Teacher Note:



It is important to notice national expectations of spelling requirements throughout the unit. Looking at the Example Text which provides an additional opportunity to reinforce spellings taught and draws attention to ones that are to be taught throughout the year. Spellings can be drawn from the Example Text to inform the spelling work. Note the Y3/4 spelling words (p. 68) **disappearance** and **questioned** from the Example Text (p. 53). Children to practise spelling these words. Add them to the Working Wall.

Spelling in Context: Exploring Root Word Families



Display the word 'disappearance' with the root word underlined. Discuss with children how the words are linked to each other and write examples of sentences around each word that highlight the difference in meaning clearly. Link to sentence expectations for the year group.



Children Write: Repeat the above process using other examples from the Example Text and the Year 3 & 4 spelling bank from the National Curriculum Appendix 1.

Teacher Note:

Use as an assessment opportunity to inform planning and teaching to further reinforce these spellings. Use this and similar activities regularly to ensure that children are familiar with the range of prefixes, suffixes and their rules as set out in the Y3/4 English Appendix 1.

Capture & Keep:

Spelling rules and example words to be collated on the Working Wall. Refer to these regularly when writing.



8: Write

Explicitly share the writing outcome with the children:



Writing Purpose: To inform

Writing Outcome: To write a newspaper report about the missing father being found.

Example Teacher Modelled Write:

Teacher to demonstrate writing a headline and opening paragraph with the class, using the class plan.

Teacher Note: Use a think aloud 'writerly voice' to model composition, editing and evaluating of the writing on each of the shared writes (using the teacher class plan).

KIDNAPPING SUSPECT FOUND

Earlier today, an elderly woman wanted for questioning in the case of a suspected kidnapping case was discovered hiding in woods close by to the scene.

Children to begin their newspaper report (including headline) taking note of the modelled write, notes on the Working Wall and the Writer's Knowledge.

Example Teacher Modelled Write:

Children to attempt the next paragraph in their newspaper reports. This paragraph deals with further details such as how long the person was missing for and will include a direct quote from a witness.

Suggested shared write:

The elderly woman had been missing for several days following the discovery of two young children at her unusual cottage. It is suspected these children had in fact been the victims of a kidnapping.

"She has always been a bit strange. There are rumours around the village that she's a witch, but of course that's just gossip," a close neighbour told us.



9 & 10: Write



Children Write: Sentence Accuracy



Children to continue their newspaper report using their plan to guide them. Refer back to sticky notes quotes from illustrations in earlier episode. Teacher to model where necessary.

Teacher Note: Always refer to information on the Working Wall when completing a modelled write and when the children are writing independently, with particular reference to:

- ✓ Language features
- ✓ Writer's Knowledge
- ✓ Vocabulary choices
- ✓ Intended effect on the reader

Revise and Edit:

It is important that the children evaluate their writing daily and make appropriate changes to spelling, grammar, punctuation and vocabulary choices for effect.

Draft, Revise and Edit:

Children to edit and refine their whole information report.

For *all* children in Year 3, it is important that they make additions, revisions and proofread for corrections to their own writing after each paragraph. At this stage of the writing sequence, it is also important that the children evaluate their writing daily with a teacher and other pupils by assessing the effectiveness of their own and others' writing.

Children to assess the effectiveness of their writing and propose changes to vocabulary, grammar and punctuation to enhance effects. Provide peer editing opportunities.

Confident and Competent Writers:

- Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently.
- Become increasingly independent by making revisions, proofreading and making corrections to improve their own writing.
- Ensure compositional alterations made, relate to the desired effect on the reader.
- Evaluate their writing with peers.
- Act as a writing coach to a group, reviewing/editing their writing.



11: Write

Children Write: Independent Writing

Children could have another attempt to write Newspaper Report now they are practised at it. Consider the villains/baddies found in children's quality literature and work through the same [Read to Write](#) process again (Plan & Write elements of the teaching sequence only).

Suggested examples of other Newspaper Reports that link to well-known fairy tales:

- Red Riding Hood goes missing in a forest
- Goldilocks breaks into a house
- An angry troll upsetting goats
- A cross giant report missing items from his castle
- Rapunzel trapped in a tower etc.



Example Text: Newspaper Report

MISSING CHILDREN FOUND

The village of Ticklewell heaved a huge collective sigh of relief this morning when two children, missing for several days, were discovered unharmed.

A Step Mother Questioned

Brother and sister Hansel and Gretel mysteriously disappeared four days ago. The circumstances of their disappearance are as yet unclear, but early reports have suggested that their stepmother has been called in by police for questioning.

Found and Shaken

The children were discovered by their father in an unusual cottage made entirely of gingerbread. Understandably, both children were traumatised when discovered but otherwise appeared well. Gretel, aged 9, sobbed as she told journalists;

“It was horrific. Being abandoned in the forest by our dad was terrifying. When the old lady found us, we thought we had been saved, until we realised what she wanted...”

A Father Shamed

Their father had this to say;

“Clearly, I am delighted and relieved to have my precious children back. I regret my actions completely and look forward to rebuilding a relationship again with them.”

An elderly lady was also discovered at the property and is also being questioned by police.



Example Text: Annotated

Key

- [C] composition
- [GP] grammar and punctuation
- [T] transcription
- [WK] Writer's Knowledge

Use of fronted adverbials for cohesion.
[GP]

The suffix -ed (rounded).

Spellings from the Y3/4 list have been appropriately used in context (question, disappear).
[T]

The piece maintains a formal tone throughout.
(WK)

MISSING CHILDREN FOUND

The village of Ticklewell heaved a huge collective sigh of relief this morning when two children, missing for several days, were discovered unharmed.

A Step Mother Questioned

Brother and sister Hansel and Gretel mysteriously disappeared four days ago. The circumstances of their disappearance are as yet unclear, but early reports have suggested that their stepmother has been called in by police for questioning.

Description of how people involved are feeling.
[WK]

Found And Shaken

The children were discovered by their father in an unusual cottage made entirely of gingerbread. Understandably, both children were traumatised when discovered but otherwise appeared well. Gretel, aged 9, sobbed as she told journalists; "It was horrific. Being abandoned in the forest by our dad was terrifying. When the old lady found us, we thought we had been saved, until we realised what she wanted..."

An introductory sentence.
[WK]

Commas to separate clauses.
[GP]

A Father Shamed

Their father had this to say; "Clearly, I am delighted and relieved to have my precious children back. I regret my actions completely and look forward to rebuilding a relationship again with them."

An elderly lady was also discovered at the property and is also being questioned by police.

Use of direct quotes to add detail, punctuated correctly.
[WK].

Using varied sentence structure; short sentences used for impact alongside complex sentences that give detail.
[GP]

Correct range of punctuation is used including; capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for possession and contraction.
[GP]



Newspaper Report



Additional Resources



Vocabulary Teaching: From Example Text

Words

heaved	discovered	circumstances	unclear
stepmother	traumatised	horrific	precious

Phrases

a collective sigh of relief	discovered unharmd	called in for questioning
rebuilding a relationship	regret my actions completely	the circumstances are as yet unclear



Apostrophe Activity

The children's Stepmother	The witch's cottage	The father's relief	The reporters' excitement
The trees' branches	The tree's branches	The villagers' worry	The forest's beauty



Guess The Fairy Tale

___ young woman is forced into cleaning and cooking by her step sisters.

___ wolf dresses up as ___ grandparent to try and eat ___ young girl.

___ apple is poisoned by ___ evil Queen posing as ___ old woman.

___ accident involving ___ spinning wheel results in ___ Princess sleeping for ___ hundred years.

___ beautiful young woman and her step sisters are excited by the arrival of ___ invitation to ___ ball.

___ young boy and his sister are abandoned in the woods by their Father and ___ evil step-mother.



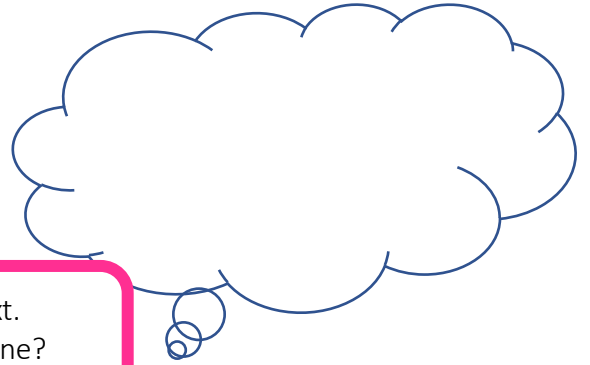
Past and Present Perfect

Past (regular verb: -ed ending/irregular verb: go, went think, thought)	Present Perfect (has, have)	Effect on Reader
The children walked into the forest.	The children have walked into the forest.	
	Early reports have suggested that their stepmother has been called in for questioning by police.	
Gretel told reporters of her terrifying ordeal.		
	The children's father has asked for privacy at this time.	
	We have contacted neighbours for their response to this story.	
Brother and sister, Hansel and Gretel, mysteriously disappeared four days ago.		
The area was closed off by forensics.		
The children were placed in safe houses following their ordeal.		
	Their father has this to say...	
The children were discovered by their father in an unusual house made entirely of gingerbread.		



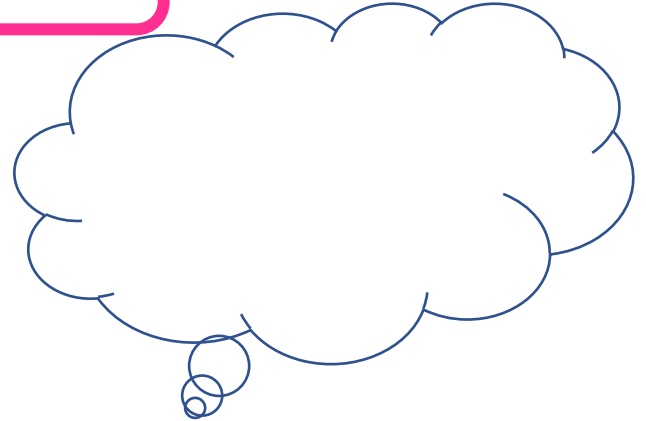
Writer's Knowledge: Think About and Discuss

Think about using subheadings to help the reader know what the paragraphs are about

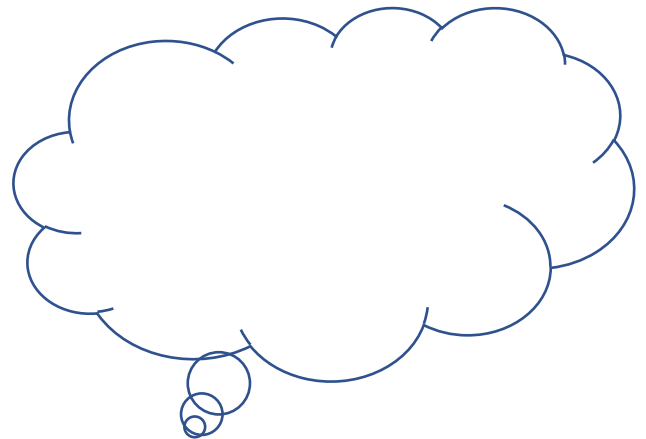


Use the Example Text.
What has the writer done?
Talk about the effect this has.

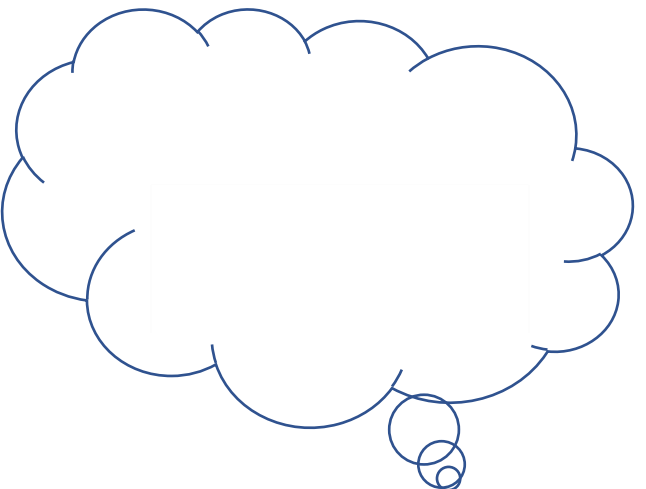
Think about using direct quotes from people involved in the incident, punctuated correctly



Think about using the present perfect tense



Think about using 'an' when introducing a noun or adjective that starts with a vowel





Writer's Knowledge: Think About and Discuss

Think about using the prefix 'un' and 'dis' to show how a word can be made an opposite



Use the Example Text.
What has the writer done?
Talk about the effect this has.

Think about using a short headline



Think about using a sentence to introduce the story



Think about using words to show how the people in the report are feeling





Planning Frame: Newspaper Report

Paragraph	Brief Details and Ideas
Headline	
A short introduction to the person who has been missing and is now found	
A paragraph giving further details- how long was the person missing – plus a direct quote about their feelings and experience	
Further information including a direct quote from someone else involved	
A summary of events so far	



Reporter Badges



Daily Gazette
Roving Reporter



Daily Gazette
Roving Reporter



Daily Gazette
Roving Reporter





Inverted Commas

<p>“I am so relieved they’re safe,” reported a neighbour. “They’re such lovely kids.”</p>	<p>We interviewed another neighbour who had this to say; “We had no idea that the old woman was holding them”!</p>
<p>Hansel, visibly upset, told us, I never thought we would get out of there alive. It was awful.</p>	<p>“I am so happy to have my children back stated the father at a press conference. I look forward to rebuilding our relationship.”</p>
<p>The children’s stepmother was seen leaving the house yesterday but all she had to say to us was, “No comment.”</p>	<p>“We have nothing further to add at this time,” said local police. “Several people are helping us with our enquiries.”</p>
<p>The girl sobbed as she told us, “It was just horrendous!” I’m just glad my brother was with me.</p>	<p>Through the window of her strange gingerbread cottage, the old woman shouted, “those kids are just making it all up!”</p>



Direct or Indirect Speech?

It has been reported that the children were discovered in a strange gingerbread cottage.

“All I was worried about was keeping my little sister safe,” said Hansel.

The children’s stepmother told reporters that she had nothing to say.

“I just can’t wait to get home to my bed,” said Gretel, tearfully.

The children’s Father has told friends that he is no longer speaking to his wife.

“I always thought there was something funny about that old woman in the woods,” a neighbour told us. “I mean, who has a house built out of gingerbread?”



Name the Page: Navigating the Vehicle Text

	Vehicle Text Double Page Title	Opening Line
1	Boy in bed	One night I was woken...
2	Breakfast	The next morning all was quiet.
3	Notes	I missed Dad.
4	Cow	After a short while...
5	Girl	As I went further into the forest...
6	Children huddled	The forest was becoming darker...
7	Red coat	I was getting very cold...
8	Arrival at house	At last...
9	Grandma in bed	Grandma!
10	Dad	DAD!
11	Mum smiling	And Mum came out...



Formal and Informal Language

The children were discovered by their Father.	It is believed that the children were shaken but unharmed.
The circumstances of their disappearance are as yet unclear.	Early reports indicate that an elderly lady has been arrested.
The kids were scared but weren't hurt.	The kids were found by their Dad.
People are saying an old woman has been nicked.	The coppers are talking to the kids step mum.
The children's stepmother is currently helping police with their enquiries.	We don't know what happened or how they went missing.



Spelling Reinforcement

LINK WORDS FROM SPELLING POS

Words from Example Text	Spelling Rules and Guidance
disappear question	Year 3 & 4 Spelling List
mysteriously understandably clearly	The suffix –ly The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.
mysteriously	The /l/ sound spelt y elsewhere than at the end of a word
question	Endings which sound like /ʃən/, spelt –tion –tion is the most common spelling. It is used if the root word ends in t or te .
disappearance discover	Most prefixes are added to the beginning of root words without any changes in spelling. The prefix dis- has a negative meaning

Vocabulary: Ways to learn new Words

Words that are similar:

Words that are opposite:

Words that are in
between

Define it:

New Word

Say it in lots of different
sentences.

Spell it – lots of times!

Draw it & Act it

Write it in a sentence.



Wider Reading

Other Stories by the Same Author:

The Tunnel
Gorilla
Hansel and Gretel
Willy the Wimp
Voices in the Park
Piggy Book

Other Books with Similar Themes: Fairy Tale Parodies

Book / Resource	Author / Location
The Wolf's Story: What Really Happened to Little Red Riding Hood	Toby Forward and Izhar Cohen
Three Little Wolves and The Big Bad Pig	Eugene Trivizas and Helen Oxenbury
Wolfie's Secret	Nicola Senior
The Lost Thing	Shaun Tan

Non-fiction

The Lost Words	Robert Macfarlane and Jackie Morris
National Trust: I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year	Fiona Waters and Frann Preston-Gannon
The Book of Trees	Piotr Socha and Wojciech Grajkowski
Look and Find in the Forest	Gareth Lucas



Wider Writing

Write a hybrid text involving characters from traditional tales or nursery rhymes.

Non-chronological report about a woodland creature.

Write a newspaper report about the missing man, including an interview with the boy.

Forest list poetry.

Forest setting descriptions.

Create a character portrait of unusual character or animals one might meet in a forest.

Diary entry from the point of view of the child and the parent and compare.

Discussion writing should children be allowed to play in forest.

Instructions for navigating through a dangerous forest.

A survival guide for surviving a forest at night.



Progression Across the Year

Read to Write: Progression Overview Counts in Year 3

A	B	C	D	E	F
Vehicle Text					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: How to capture the Iron Man Purpose: To explain	Information: Foxes Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Instructions: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)
Grammar: Sentence					
Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
Grammar: Text					
Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material
Grammar: Punctuation					
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Terminology for Pupils					
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas					



Reflecting on Unit Outcomes: Next Steps

		Achievements at the end of this Read to Write unit What do the children demonstrate they can do?	Next steps in learning for children in my class What do the children need to do next to improve against the year group standards? What learning has not been secured from previous unit(s) / year groups?
Transcription	Phonics Spelling Common Exception Words Word List		
	Handwriting		
Composition	Text Cohesion (includes punctuation)		
	Word choice & vocabulary Sentence Construction Coherence - does the writing make complete sense?		
	Sense of Audience and Purpose Impact on Reader Lang. Features		
Make a professional teaching decision: What are <i>your</i> priorities for improvement in the next Read to Write unit against year group standards?			
Coherence: What will be the focus for your daily contextualised sentence accuracy work?			
What are the next steps for your confident and competent writers against year group standards?		What are the next steps for your less confident and competent writers against year group standards?	

Understanding year group standards lies at the heart of improving outcomes for children in writing. It is important that gaps in children's application of these standards are appropriately and contextually integrated into subsequent **Read to Write** lessons.

Refer to **Writing Assessments Counts** document for year group standards <https://literacycounts.co.uk/product-category/assessment-counts/>

Weekly Plan Counts

Read to Write Unit		Term	Week
Unit Overview			
Writing Outcomes, Form & Purpose	Grammar: Word Build on previous units & focus on:	Grammar: Sentence Build on previous units & focus on:	Grammar: Punctuation Build on previous units & focus on:
Terminology for Pupils			
Vocabulary Teaching			
Date	Word / Grammar / Sentence	Learning Objective	Task
Mon			SEND / More Confident Confident and Competent Writers: SEND:
Tue			Confident and Competent Writers: SEND:
Wed			Confident and Competent Writers: SEND:
Thur			Confident and Competent Writers: SEND:
Fri			Confident and Competent Writers: SEND:



Planning for whole Class Shared Reading support

Beautiful texts that broaden the reading experience: Beautiful texts that deepen curriculum knowledge

Steps to Read is planning support for **whole class Shared Reading** through carefully crafted units of work. These units of work also help schools to provide curriculum knowledge for foundations subjects. They empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of **Steps to Read** is to teach reading comprehensions skills and strategies explicitly.

Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

These detailed units are also vehicles to your wider curriculum. This, in turn, builds a rich curriculum where a school's Intent and Implementation leads to Impact through improved outcomes for children.

*Beautiful texts that broaden the reading experience:
Beautiful texts that deepen curriculum knowledge*

<https://literacycounts.co.uk/steps-to-read/>



Connected Curriculum Counts



Connected Curriculum empowers teachers to deliver knowledge rich content across the wider curriculum. This Sequences of Learning delivers the statutory elements of the National Curriculum whilst complementing our high quality, evidence informed **Read to Write** and **Steps to Read** units of work. This in turn, helps build an immersive, connected curriculum with clear **Intent*** and a sequenced **Implementation*** that leads to **Impact*** and improved outcomes for children.

** 'An investigation into how to assess the quality of education through curriculum*

intent, implementation and impact' Ofsted 2018 © Crown copyright 2018

More details on line www.literacycounts.co.uk about how this unit enables deeper knowledge learning for your curriculum



National Curriculum Links: Vocabulary, Grammar and Punctuation Year 3

Year 3: Detail of content to be introduced	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')



Research Influences

Writing is a complex process. And because it is difficult, we are committed to creating resources for schools that draw on a wide range of evidence about what works. This comes from academic research, the privilege of working with and learning from national organisations, and of course our work with many inspirational teachers and schools.

Our [Read to Write](#) resources follow a common sequence: Immerse, Analyse, Plan and Write. This is based on a tried and tested model (UKLA and Primary National Strategy, 2004 p.7) and acknowledges the strong interrelationship between speaking and listening, reading and writing.

All of these [Read to Write](#) resources include reading for pleasure: there is clear evidence that children learn to write from what they read (Barrs and Cork, 2002). Our Vehicle Texts (children’s language-rich picture books) are carefully chosen to be read aloud, enjoyed and discussed. They are challenging and beautifully written, and also provide important opportunities to teach new vocabulary explicitly (Beck et al, 2002). The illustrations lend themselves to Booktalk (Chambers, 1999) and drama (Heathcote and Bolton, 1994 Taylor, 2016) and also provide rich and engaging opportunities to write for a genuine purpose to a range of audiences which can be highly motivating (EEF, 2020).

If children are to write at greater depth, they need to know what excellence at that exact standard looks like (Clarke, 2020). So, alongside the Vehicle Texts is an additional piece of writing that we have called an Example Text. You may know this as a WAGOLL (what a good one looks like) and it has been carefully crafted to provide one example of what the outcome might look like at greater depth. This isn’t designed to be learnt by heart or replicated. We have designed it for attentive reading and finding out how writing works (Andrews 2008). Experienced writers can draw on a ‘repertoire of possibilities’ (Myhill, 2012) and the Example Text allows discussion about the choices the author has made and the effect on the reader. We suggest activities to make the generic structure, its language features, and knowledge for the writer visible (DFES, 2008) under the heading Writer’s Knowledge. This explicit teaching is an important way of improving writing (EEF, 2020).

Both the Vehicle Text and Example Text provide opportunities to explore and practise ways of controlling grammar for effect. Grammar skills are best learned in the context of purposeful writing (Grammar for Writing DFEE 2000). We include grammar activities that can be augmented by other resources as needed. Teaching Grammar Effectively at KS1 (Bearne, Kennedy and Reedy) is an excellent text.

The [Read to Write](#) resources include many opportunities for modelling and helping to shape the voice children can use themselves when they are writing independently (EEF, 2017). This powerful pedagogy is crucial to being an effective teacher of writing. Creating your own Example Text can be challenging, so there are examples that you can use.

Successful independent writing is the end aim of all this preparation. The one box per paragraph planning frameworks (Grammar for Writing DFEE 2000) are provided to support this, as are suggestions for supporting the writing process (Smith (1982) and Graves (1983)), included to help children regularly loop back on their writing and begin to assess its quality and likely impact.

And finally, we have planned the [Read to Write](#) resources to be enjoyable for you as teachers too – particularly the evocative picture books we have selected. We will continue to shape and develop them in the light of new research and understandings, and very much welcome your feedback.

Literacy Counts

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