

# Year 3 Autumn 2

## English Unit Planning Guidance **Healthy Humans**



**Lancashire**

County  
Council





## Year 3 Autumn 2

### Healthy Humans

This half term block, based around a theme of *Healthy Humans* consists of three English units:

- Fables
- Poems with a structure
- Persuasion: Letters

#### Cross curricular links

Although the units will stand alone, they can be planned to run alongside Science and Design Technology. The fables unit is part of the National Curriculum recommendation for children to *appreciate our rich and varied literary heritage, and explore a wide range of traditional tales*. Links to healthy eating and diet could be used as cross-curricular contexts for the 'poems with a structure' and/or 'persuasive letters' units.

#### Vocabulary, Grammar and Punctuation

Skills have been specifically identified for each unit from *Key Learning in Writing*. The full set of units include all skills for the year group. However, if these units and/or skills are rearranged from the planned order, modifications to the identified grammar skills may be necessary. When planning, consider if the suggested skills are the most appropriate for the class or if different skills are needed based on assessments of children's outcomes. This may involve the revisiting of skills from previous year groups. Refer to *Key Learning in Writing* for the year group to ensure full coverage over the year.



## Overview

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Penguins, Possums and Pigs Stories by the same author Non-chronological reports Poems on a theme	Fire! Fire! Repetitive patterned stories Poems on a theme Range of non-fiction texts	Growth and Green Fingers Classic stories or story on a theme Instructions Traditional rhymes	Family Album Traditional tales Recounts	The Great Outdoors Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Robots Stories with fantasy settings Poems to learn by heart Recounts
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	The Place Where I Live Stories with familiar settings Non-chronological reports Poems on a theme	Fighting Fit Traditional tales with a twist Instructions	Explorers Stories by the same author Non-chronological reports	The Farm Shop Stories with familiar settings Persuasion Riddles	Wind in the Willows Animal adventure stories Recount: letters Classic poems	Buckets and Spades Story as a theme Explanations Poems on a theme
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	There's No Place Like Home Folk Tales Recount: biographies	Healthy Humans Fables Poems with a structure Persuasion: letters	Rock and Roll! Story as a theme Poems on a theme Discussion	The Iron Man Novel as a theme Recount: diaries	What the Romans Did For Us Playscripts Non-chronological reports	How Does Your Garden Grow? Classic poetry Mystery / Adventure / Fantasy stories Explanations
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Sparks Might Fly! Stories with fantasy settings Explanations Film and playscripts	The Great Plague Fairy tales Classic poetry Recount: newspapers	The Art of Food Stories with issues and dilemmas Persuasion	Passport to Europe Novel as a theme Non-chronological reports	Water, Water Everywhere Stories with a theme Poems with a structure Information booklets	Hunted Folk tales Debate Poems on a theme (optional)
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	A Kingdom United Legends Persuasion	Food, Glorious Food! Stories with historical settings Film and play scripts Classic narrative poetry	Earthlings Science fiction stories Information booklets Poems with a structure	Inventors and Inventions Novel as a theme Magazine: information text hybrid	Amazon Adventure Stories from other cultures Debate	Faster, Higher, Stronger Myths Reports Poems with figurative language
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Survival! Novel as a theme Biography	Britten's Got Talent? Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Heroes and Villains Older literature Information text hybrid Poems with imagery	Super Sleuth Detective / crime fiction Explanations	Oh! I Do Like To Be Beside The Seaside Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme

## Guidance for English Unit Planning

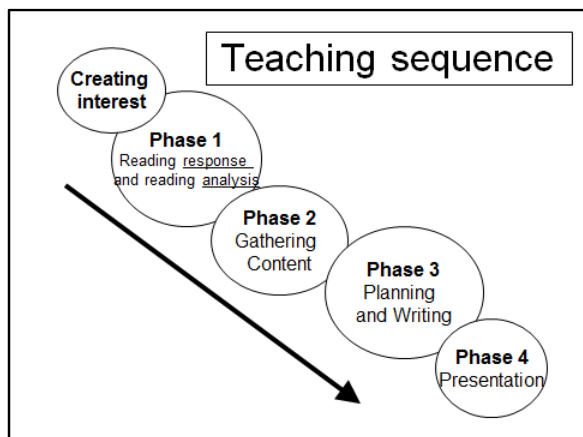
### Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

### The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
  - Reading and responding
  - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

### Writing Outcomes

#### **Extended Writing Outcomes:**

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

#### **1. Scaffolded outcome**

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	<b>Teacher's Role</b>	<b>Children's Role</b>
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

## **2. Independent extended writing outcome**

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

## **3. Cross curricular application**

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created.

Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

### **Publishing Writing**

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, then arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

### **Short writing**

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

### **Grammar and Punctuation**

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;



- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

### **Spelling and Handwriting**

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

## Year 3 Autumn 2 – Healthy Humans

English	
Key Learning	
Unit	<b>Fables</b>
Outcome	Fable based on a structure
Possible Duration	2-3 weeks
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre</i></li> <li>Take note of punctuation, when reading aloud.</li> <li>Discuss their understanding of the text.</li> <li>Make predictions based on details stated.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Orally retell a range of fables.</li> <li>Identify and discuss themes e.g. <i>weak and strong</i>, <i>wise and foolish</i>.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock</i>, <i>an open box</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>eventually</i>.</li> <li>Use different sentence structures e.g. adverbs within sentences.</li> <li>Read and analyse fables in order to plan and write their own versions.</li> <li>Create and develop characters for a fable.</li> <li>Discuss and record ideas for planning e.g. story map or chunk a plot</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i> - appropriate to text type.</li> <li>Group related material into paragraphs.</li> <li>Proofread to check for errors in grammar (determiners a/an and adverbs) in own and others' writing.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Aesop's Fables by Michael Rosen.</li> <li>Penguin and Ostrich YouTube clip (<b>here</b>).</li> <li>Little Fables – The Lion and the Mouse YouTube clip (<b>here</b>).</li> <li>Aesop's Fables – BBC School Radio (<b>here</b>).</li> <li>The Hare and the Tortoise – BBC Learning Zone <a href="http://www.bbc.co.uk/programmes/p0111syc1">http://www.bbc.co.uk/programmes/p0111syc1</a></li> <li>Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (<b>here</b>).</li> <li>The Sun and the Wind – BBC Learning Zone (<b>here</b>).</li> <li>The Town Rat and the Country Rat – BBC Learning Zone (<b>here</b>).</li> </ul>

## Year 3 Autumn 2 – Healthy Humans

### English

#### Fables- Creative Learning Opportunities and Outcomes

##### Creating interest

- Listen (not watch) a soundtrack of a fable film e.g. Ostrich and Penguin film – YouTube (here).
- From listening to the soundtrack, identify and predict events. Use focus boxes to structure response: characters, setting, events and predictions, and establish the storyline. Share ideas in small groups, then whole class, and record in writing.
- View the film and compare predictions with actual events in the film. Record in writing.

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on determiners a/an

##### Reading and responding

- Through shared reading explore a fable. Emphasise use of punctuation when reading.
- Discuss key events and the moral by using open-ended 'tell me' cards in small groups or pairs e.g. *Tell me about the characters; tell me about the setting; tell me what happened in the fable; tell me what each character did; tell me about the message or moral in the tale.*
- Model retelling the fable orally in your own words before children orally retell with a partner.
- Model using a story map to capture the events and retell again. Children follow the modeling to do the same.
- Use role play to explore thoughts, feelings and speech orally and in writing for different characters.
- Through paired reading explore a range of fables and repeat the 'tell me' cards. Take account of punctuation when reading aloud to a partner.
- Explore further fables as above (use written, oral and film versions for children to read, listen and view independently); include opportunities to read and predict endings. Explore predictions in small groups and as a whole class before examining endings.
- Retell fables orally and in writing (use presentations and ICT).
- Explore characters through drama approaches using interviewing e.g. Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (here).
- Use role play to explore thoughts, feelings and speech orally and in writing for different characters for a range of fables.

##### Reading and analysing

- Discuss and collect themes from a range of fables e.g. slow and steady wins the race; wise over foolish; don't judge a book by the cover.
- Explore the genre features of fables by reviewing those read, collect and display on the working wall.
- Model chunking a selected fable, previously read, into sections e.g.

##### Learning outcomes

- Children will be able to identify and predict events using evidence from the text.
- Children will be able to compare predictions with actual events.

##### Learning outcomes

- Children will be able to use determiners *a* or *an* following a consonant or vowel.
  - Children will be able to take account of punctuation when reading.
  - Children will be able to discuss key events.
  - Children will be able to retell orally.
  - Children will be able to retell in writing.
  - Children will be able to predict events.
  - Children will be able to raise questions to ask characters in role.
  - Children will be able to infer thoughts, feelings and speech of characters.
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- Children will be able to discuss themes.
  - Children will be able to identify the genre features of fables.
  - Children will be able to identify the key points in a plot structure.

## Year 3 Autumn 2 – Healthy Humans

Hare challenges Tortoise to a race.
They set off.
Hare boasts about winning and stops to rest.
Tortoise continues to steadily head for the finish line.
Tortoise wins the race.

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## Year 3 Autumn 2 – Healthy Humans

### English

#### Fables - Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on adverbs. Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually*.

- Provide a range of animals with opposite character traits e.g. bee and worm, camel and crab, cheetah and elephant.
- Discuss the traits of these animals and research further, if necessary.
- Model creating a fact file of one animal. Children create own independently.
- Model selecting two animals for a new fable and develop ideas into the plot using a story map or plot structure (see below).

- Children select animals and create their own story maps or plot structures, innovating on the original.
- Develop ideas by exploring *think, say, feel* bubbles for the new characters in the fable and add details to story maps or plot structures.

Hare and Tortoise	Extract the Basic Plot	Innovation
Hare challenges Tortoise to a race.	Two characters with opposite characteristics. One challenges another to a race.	
They set off.	They set off.	
Hare boasts about winning and stops to rest.	The 'faster' character boasts about winning and takes time out from the race.	
Tortoise continues to steadily head for the finish line.	The 'slower' character steadily heads for the finish line.	
Tortoise wins the race	Slower character wins the race	

##### Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on applying the skills of effective use of determiners and adverbs.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading for determiners a/an and adverbs. Improve if necessary and invite children to do the same.

##### Scaffolded Outcome:

- Fable based on a structure.

##### Independent extended writing outcome:

##### Cross curricular application:

##### Learning outcomes

- Children will be able to select and use adverbs.
- Children will be able to discuss character traits and record in writing.
- Children will be able to develop own plot for a fable.
- Children will be able to explore what characters *think, say and feel* for the new story.

##### Learning outcomes

- Children will be able to write a fable with a series of events, which includes:
  - appropriate use of determiners e.g. *a or an*.
  - adverbs.
  - features of the fables genre.

## Year 3 Autumn 2 – Healthy Humans

### Presentation

- Publish narrative using ICT and place in school or class library.
- Share the completed narrative with peer/s or a younger audience.

## Year 3 Autumn 2 – Healthy Humans

English	
Key Learning	
<b>Unit</b>	<b>Poems with a structure</b>
<b>Outcome</b>	Poem/s with a structure e.g. shape, calligrams.
<b>Possible Duration</b>	1 week
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of poems with a structure e.g. <i>shape, calligrams</i></li> <li>▪ Recognise some different forms of poetry e.g. <i>shape, calligrams</i>.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Discuss their understanding of poems read.</li> <li>▪ Analyse and evaluate poems looking at language, structure and presentation.</li> <li>▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest.</li> <li>▪ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>▪ Identify and discuss the purpose, audience, structure and vocabulary of poetry for writing.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in the light of evaluation.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>▪ Snake Glides by Keith Bosley</li> <li>▪ The Raindrop by John Travers Moore</li> <li>▪ Word Whirls and other Shape Poems by John Foster</li> <li>▪ Kenn Nesbitt's Poetry 4 Kids – How to write concrete poetry (<b>here</b>)</li> <li>▪ Angela's Poems – Shape Poems or Calligram (<b>here</b>)</li> <li>▪ Young Writers – Shape Poems (<b>here</b>)</li> <li>▪ Pie Corbett – Writing a Shape Poem YouTube clip (<b>here</b>)</li> <li>▪ The Oxford Book of Children's Poetry by Michael Harrison</li> <li>▪ The Works Key Stage 2 by Pie Corbett</li> <li>▪ Descriptosaurus by Alison Wilcox</li> <li>▪ Appropriate poetry websites</li> </ul>

## Year 3 Autumn 2 – Healthy Humans

### English

#### Poems with a structure - Creative Learning Opportunities and Outcomes

##### Creating interest

- Show a film clip which illustrates a shape poem in action and explain how the ideas are represented by words and images together e.g. Sky: Channel 999 Audio Description – YouTube clip (here) or The Slow Train – YouTube clip (here).
- Prepare word and phrase cards from a shape poem or calligram. Distribute cards to the children before reading.
- Read the shape poem or calligram without showing the poem to the children.
- As the reading takes place, children hold up word and phrase cards as they are read out.
- Place the cards onto a large mat to create the visual 'shape' of the poem and discuss the image created.
- Model reading the poem and re-read with children joining in.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on exploring and collecting word families e.g. *glide, glider, gliding, glided* to extend vocabulary.

##### Reading and responding

- Model reading a range of shape poems or calligrams as children listen. Children to predict the shape in which they think the poem may be presented e.g. Snake Glides by Keith Bosley; The Raindrop by John Travers Moore.
- Display the poem and compare predictions with the actual poem.
- Discuss the organisation and layout of the poem which reflects the meaning or theme.
- Read poems in small groups or pairs and prepare for presentation, using intonation and expression.
- Present poems in pairs or groups asking other children to identify the 'shapes'. Compare predictions with poem shapes.

##### Reading and analysing

- Model identifying key words and phrases within a poem. Discuss meanings and effect created e.g. *specific nouns, adjectives, similes* etc.
- Children independently read poems, spot words and phrases and discuss meanings as above in small groups.

##### Learning outcomes

- Children will be able to identify the structure of a shape poem and how it uses images and words.
- Children will be able to read a shape poem as a class group.

##### Learning outcomes

- Children will be able to explore and collect word families.
- Children will be able to identify the layout of a poem and how it reflects the theme.
- Children will be able to read poems and present with intonation and expression.
- Children will be able to identify words and phrases which capture interest.
- Children will be able to discuss words and phrases which reflect the theme of a poem.
- Children will be able to identify and discuss words and phrases e.g. *specific nouns, adjectives, similes*.



## Year 3 Autumn 2 – Healthy Humans

### English

#### Poems with a structure - Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on exploring and collecting word families e.g. *glide, glider, gliding, glided* to extend vocabulary.

- Linked to learning opportunities in other subjects (science, design and technology, physical education and art), decide on a specific focus e.g. food, body, sport etc.
- Use a stimulus e.g. digital images or artwork to provide a structure for the poem.
- Model gathering ideas and vocabulary and create a word web or mind map using cross-curricular content.
- Model the use of a thesaurus or *Descriptosaurus* by Alison Wilcox to extend vocabulary. Develop words into phrases and similes.
- Children work collaboratively to create word webs or mind maps using stimuli from an image, film clip or cross-curricular experiences.

##### Learning outcomes

- Children will be able to explore and collect word families.
- Children will be able to develop appropriate ideas and vocabulary.

##### Writing

- Model selecting appropriate language, vocabulary and phrases to write the new poem as well as taking contributions from children and organising appropriately.
- Children write own poems.
- In small groups, evaluate poems and suggest changes. Improve in the light of evaluation.

##### Learning outcomes

- Children will be able to write a poem with a structure which includes:
  - appropriate language selected from word banks and word families.
  - features of shape poems or calligrams.

##### Scaffolded Outcome:

- Poem based on a structure.

##### Independent extended writing outcome:

##### Cross curricular application:

##### Presentation

- Use ICT e.g. *tagxedo* click <http://www.tagxedo.com/> to publish poems.
- Create a display with poems and artwork.

## Year 3 Autumn 2 – Healthy Humans

English	
Key Learning	
<b>Unit</b>	<b>Persuasion: Letters</b>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>Persuasive letter.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of letters including persuasive letters.</li> <li>Read a range of letters including persuasive letters.</li> <li>Discuss their understanding of the text.</li> <li>Analyse and evaluate letters by looking at language, structure and presentation.</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Evaluate how specific information is organised within a persuasive letter.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Use present perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>Year Three <b>have</b> researched different foods which are healthy.</i></li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>because, if, so, although.</i></li> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Read and analyse letters in order to plan and write their own.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters.</li> <li>Discuss and record ideas for planning e.g. boxing up</li> <li>Group related material into paragraphs.</li> <li>Proofread to check for errors in spelling and punctuation in own and others' writing.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Rumblewick Letters: My Unwilling Witch by Hiawyn Oram</li> <li>Dear Greenpeace by Simon James</li> <li>Dear Teacher by Amy Husband</li> <li>The Jolly Postman by Allan Ahlberg</li> <li>Letters to Edward by Wendy Body</li> <li>Little Wolf's Book of Badness by Ian Whybrow</li> <li>Meerkat Mail by Emily Gravett</li> <li>An Introduction to Letter Writing – Reading Rockets website (<a href="#">here</a>)</li> </ul>

## Year 3 Autumn 2 – Healthy Humans

### Persuasion

Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.

### Adverts

Variety of television adverts e.g.

- Aquafresh toothpaste advert – YouTube clip ([here](#))
- Colgate advert - <https://www.youtube.com/watch?v=gdcVRueT2cw>
- Rice Krispies 1996 advert – YouTube clip ([here](#))

Information about healthy eating

<https://www.nhs.uk/change4life-beta/cards#hUYjwoKZYHULdgTA.97>

## Year 3 Autumn 2 – Healthy Humans

### English

#### Key Learning (contd.)

#### Persuasion: Letters - Creative Learning Opportunities and Outcomes

##### Creating interest

- Provide two foods e.g. an apple and a chocolate bar. Using the question 'Which should I eat?' generate individual responses and involve the children in a conscience alley and ask them to try to influence the decision.
- View persuasive adverts such as the one for Aquafresh toothpaste which can be viewed on YouTube (**here**), or the one for Rice Krispies (**here**). Discuss the persuasive techniques used in these adverts.
- Record useful vocabulary.
- Linked to the learning opportunities for science, design and technology and/or physical education, invite a visitor into class to provide some background information and set a mission for the children e.g. to write a letter to persuade children in Year Two to eat more healthily; to look after their teeth; to exercise.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on exploring, identifying and creating complex sentences using a range of conjunctions e.g. *because, if, so, although* and demarcate with commas where appropriate.

##### Reading and responding

- Through shared reading explore a book which contains letters. e.g. *Dear Greenpeace* by Simon James, *Dear Teacher* by Amy Husband, *The Jolly Postman* by Allan Ahlberg. *Little Wolf's Book of Badness* by Ian Whybrow.
- Reread the letters modelling the use of intonation and expression in relation to purpose and audience. Children reread as a class.
- Identify and discuss the key points made in the letter using a question hand to structure thinking e.g. Who is the letter written to and from? What is included in the letter? Why has the letter been written?
- Use paired reading to read further letters matched to reading ability. Identify and discuss the key points made in the letters using a question hand to structure thinking and identify audience and purpose.
- Children prepare and read aloud a variety of types of letters using intonation and expression, according to audience and purpose.
- Focus on persuasive letters and discuss the techniques used to manipulate the reader.

##### Reading and analysing

- Model analysis of the layout of a persuasive letter by 'boxing up' each section; this involves physically drawing a rectangle or 'box' around each section of the text and labelling e.g. address, greeting, paragraphs, signing off.
- Model text marking features of a persuasive letter e.g. first person, persuasive language, evidence and examples to back up opinions, conjunctions to link ideas etc.
- Discuss the purpose and organisation of paragraphs. Identify the key idea in each paragraph with the 'strongest' argument first.

##### Learning outcomes

Children will be able to discuss persuasive techniques.

##### Learning outcomes

- Children will be able to write sentences using conjunctions *because, if, so, although* and demarcate with commas.
  - Children will be able to use intonation and expression when reading letters.
  - Children will be able to listen and understand the key points in a letter.
  - Children will be able to read and understand the key points in a letter.
  - Children will be able to identify audience and purpose.
  - Children will be able to identify persuasive techniques.
- 
- Children will be able to identify the layout of a persuasive letter.
  - Children will be able to identify the features of a persuasive letter.
  - Children will be able to identify the use of paragraphs.

## Year 3 Autumn 2 – Healthy Humans

### English

#### Persuasion: Letters - Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on using the present perfect form of verbs using *have* and *had* to indicate a completed action e.g. *Year Three **have** researched different foods which are healthy. We **have** been learning about eating healthy foods. James **has** eaten five fruits or vegetables every day this week.*

- Return to the mission set up at the beginning of the unit, clarifying the task and discussing it in further detail with the children.
- On cards, provide statements linked to the content selected e.g. brush your teeth once a day to keep them clean and bright; eat five fruit and vegetables daily etc.
- Identify whether the statements are true or false. Edit and improve them to make the information accurate.
- Use content from the learning opportunities in science, design and technology or physical education to add further information and detail.
- Use the 'boxed up' frame created from the reading phases as a planning tool.
- Model the decision making process linked to organisation and layout. Allocate content appropriately e.g. strongest arguments in first paragraph.
- Children create their own plan.

##### Learning outcomes

- Children will be able to use the present perfect form of verbs – have/has.
- Children will be able to identify appropriate statements for use in a persuasive letter.
- Children will be able to create a plan for a persuasive letter.
- Children will be able to organise paragraphs to reflect the purpose.

##### Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – present perfect form of verbs – have/has, and use of conjunctions e.g. *because, although, if, so*.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading for grammar and punctuation (conjunctions within sentences and commas to demarcate), and spelling of relevant common exception words from Y2 e.g. *Mr, Mrs, improve, sugar*.

##### Learning outcomes

- Children will be able to write a persuasive letter which includes:
  - present perfect form of verbs – have/has
  - conjunctions – because, although, if, so.
  - commas to separate clauses
  - features of persuasive letters.

##### Scaffolded Outcome:

- Persuasive letter linked to science, design and technology or physical education.

##### Independent extended writing outcome:

##### Cross curricular application:

##### Presentation

- Send letters to named children in another class. Encourage children to respond.
- Send letters to a relevant audience e.g. school cook, headteacher/teachers.





## **For further information, please contact:**

Lancashire Professional Development Service  
The Centre for Learning Excellence  
Woodlands Conference Centre  
Southport Road  
Chorley  
PR7 1QR

**Tel:** 01257 516100  
**Email:** [lpds@lancashire.gov.uk](mailto:lpds@lancashire.gov.uk)  
**Web:** [www.lancashire.gov.uk/lpds](http://www.lancashire.gov.uk/lpds)  
**Twitter:** @lancslpds

