

Literacy Weekly Plan: Year 3 Autumn Week Q

Fiction: The Twits/ Poetry: Calligrams

	Objectives	Text	Word/Sentence	Independent group activities			Plenary
You will need to have read The Twits to the chn in the week prior to this.							
M	Take part and contribute to discussions about books, commenting on content and style, and giving reasons for opinions (T). Use verb tenses with increasing accuracy in speaking and writing (S4). Infer the meaning of unknown words from the context (W14).	Discuss some of chn's views on The Twits . Did chn like it? Was it entertaining? Funny? True to life? What do chn think of author's style? Does he write in a distinctive way? What do chn like about his style? Is there anything they don't like? Do words used fit the content?	Enlarge and display on f/c the sheet (<i>see week's resources</i>) with part of 'The Glass Eye' chapter incorporating common irregular verb past tense mistakes, e.g. taked, sitted, maded, etc. Read thro with chn. They identify the verb in each sentence and decide whether it is correct in form or not. <i>Does it sound correct?</i> Discuss how we know what it means - i.e. from the context. Replace incorrect verbs with accurate form. Rehearse use of key vocabulary e.g. past tense, irregular verb.	Easy Provide a cloze procedure (<i>see week's resources</i>). Chn choose from selected past tense verbs to complete sentences. When completed, chn learn spellings of regular and irregular verbs using look, cover, write, check. <i>(Needs adult)</i>	Medium Provide a cloze procedure (<i>see week's resources</i>). Children complete sentences (based on The Twits) by incorporating an appropriate past tense verb in a given sentence. TD	Hard Provide a passage from The Twits with verbs omitted (<i>see week's resources</i>). Chn complete sentences with approp verb. They then write an additional couple of sentences in the same style! Check spellings.	Ask a child to describe what they did this morning using accurate past tense verbs. Others note down verbs they can hear on w/bs.
T	Express own views about a story, identifying important words and phrases (T8). Compare story settings, selecting words or phrases that describe scenes and characters (T1).	Together with chn, re-read 'The Frog' and 'Wormy Spaghetti' chaps (enlarge or provide copies to share). Discuss characters of Mr and Mrs Twit briefly with the chn. <i>What kind of people are they?</i> Note down some of chn's ideas. Provide chn with a selection of words e.g. nasty, sneaky, cowardly, cruel etc. In pairs chn choose one word and use it to describe one of the Twits using evidence from the text just read, e.g. Mrs Twit is cruel because she makes her husband eat worms. Emphasise need to provide evidence from story. Who do chn think is worse? Why?	Easy Chn choose either Mr Twit or Mrs Twit and write a short description of them using ideas from the text. They can use the f/c to help them. TD	Medium/ Hard Chn write a character description of Mr Twit and Mrs Twit using evidence from chapters read in lesson to back up ideas. Which one is worse? Why? Provide copies of the chapters and more able chn use copies of the book to refer to evidence from elsewhere in the story.		Show chn an adjective. Choose a child to say why Mrs Twit is like that. How do you know? Rehearse need for 'evidence'.	
W	Use the past tense consistently in narration (S4). Generate ideas relevant to a topic by brainstorming (T9). Using reading as a model, write own passages of dialogue (T10). Develop use of settings in own stories by writing in style of a familiar story (T11).	Read another selected chapter together. Let's write another chapter for the story. Imagine Mr Twit wanted to get Mrs Twit back. He knew she was frightened of the dark, so he decided to play a spooky trick on her. Discuss with chn how he decides to frighten her. Brainstorm diff ideas and note on f/c. These ideas form the basis of a new chapter!	Look at chapter starts and suggest opening a new chapter in a similar way, e.g. 'Mr Twit <u>was</u> determined to get his wife back...' <i>Why won't I write 'Mr Twit is determined to get his wife back...?' Discuss the need for past tense in story writing. Model writing next 2 sentences, articulating your decisions & choices aloud as you go. Tell chn they will write this new chapter today & tomorrow.</i>	Easy Explain to chn that they will draw a comic strip telling story of Mr Twit's spooky trick. Provide a 4-space strip (<i>see week's resources</i>). Discuss how the speech bubbles will tell the story. They draw and write first 2 boxes today. TD	Medium/ Hard Chn start writing missing Spooky Chapter using past tense appropriately. Remind chn to think thro each sentence before writing it. They should 'say' it in their heads as they write and check for (a) sense (b) spelling. Ensure chn are consistent writing in the past tense. Make sure Mr and Mrs Twit behave like themselves, i.e. they shouldn't turn nice halfway through the chapter! Tell chn that they do not have to finish their stories today - they will do that tomorrow.		Read Ettykett by John Rice (<i>The Works, p102</i>). Explain what 'etiquette' is. Would the poet's mum have liked Mr and Mrs Twit?

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Th	Use the past tense consistently in narration (S4). Using reading as a model, write own dialogue (T10). Develop use of settings in own stories by writing a description in style of a familiar story (T11). Use exclamation marks & other punctuation (S6).	Enlarge and look at some chn's story starts from yesterday. Do the ways they have chosen to begin their chapters match the style of the original book? How will their chapter need to continue? How do most chapters end? With one of the characters getting a bad shock! Discuss how the chn's might end their chapter. Note some good ideas on the f/c.	Look again at enlarged extract from one or two chn's work. Model writing the next two sentences, demonstrating how we use punctuation. Especially, draw chn's attention to the use of the exclamation mark. We use this to add excitement or emphasis. Find some e.g.s in The Twits (end of chapter on Mrs Twit ballooning up on p30 & end of chapter on Funny Walking Sticks, p22).	Easy Chn finish writing their comic strips, telling the story of Mr Twit's horrible spooky trick. Chn should ensure that what they write in the speech bubbles does tell the reader what happens. <i>(Needs adult)</i>	Medium/ Hard Chn finish writing their new chapter of The Twits. Alert their attention to the necessity to read each sentence back after they have written it. They should check <input type="checkbox"/> Consistent use of past tense <input type="checkbox"/> That the sentence makes sense! <input type="checkbox"/> Punctuation is appropriate, including the use of exclamation marks to add emphasis. TD	Chn read their story to a partner who makes a praising comment at the end of the story. Discuss good ideas together.
If preferred, chn can continue writing their chapter for three days, rather than two. The Cats Can calligram can be read as a relaxing end to the lesson on Friday, after they have finished their chapters.						
F	Invent calligrams, selecting appropriate words and careful presentation (T14). Use creative lang to describe actions and objects, drawing upon literary models as examples (T). Use powerful verbs appropriately (S3). Generate synonyms for commonly used words (W17).	Tell chn we are reading a calligram poem today but you want them to work out what a calligram poem is! Read the poem Cats can (<i>The Works, p138</i>) to chn and then read it together (provide copies). Look at the 1 st two lines. ' <i>Cats can stretch, Cats can curl</i> '. What is unusual about these lines? Discuss layout, choice and formation of words. Can chn work out what the term calligram means? (<i>see note on The Works, p129</i>)	Together with chn start to write another animal poem using the movements of lots of different animals, e.g. Elephants plod and elephants trumpet. What are the doing words/verbs here? How could we write these down? Model trumpet. Ask chn to demonstrate plod on their w/bs. Ask them to invent a line describing a mouse. Look at their ideas and discuss these together. Which are particularly effective?	Easy/ Medium/ Hard Children write a calligram poem about different animals' movements. They use appropriate words and consider their presentation carefully. Make a display or class book of these poems. ICT opportunity: Some children can use Publisher software to write their poems again for a second draft. Which version do they prefer?		A child reads their favourite line from their poem. The others try and guess how they wrote the verb on w/bs. Look at the chn's work. Were they accurate?