

## Writing: Year 3 – Summer 1 Week 3

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p><b>Plan and write a setting and character description</b></p> <p><b>Listen</b> to <a href="#">chapter 12</a>, <a href="#">chapter 13</a> and <a href="#">chapter 14</a>.</p> <p><b>Write notes</b> that describe the crocodile, as you listen. Include expanded noun phrases and similes.</p> <p>Imagine you were also in the sewer when Corky was attacked by the crocodile.</p> <p><b>Write answers</b> to the questions to help you structure your paragraphs (Resource Day 1A).</p> <p><b>Read</b> the model setting and character description (Resource Day 1B).</p> <p><b>Write</b> a character and setting description about what you saw in the sewer using your notes.</p> <p><b>Remember to:</b>            -Use the past tense            -Include expanded noun phrases            -Include similes</p>	<p><b>Identify the features of a newspaper report</b></p> <p><b>Read</b> the model newspaper report (Resource Day 2A). Look at the different features that are included.</p> <p><b>Read</b> the newspaper report examples (Resource Day 2B and 2C).</p> <p><b>Write answers</b> to the following questions for each newspaper report:</p> <ol style="list-style-type: none"> <li>1. <b>What</b> happened?</li> <li>2. <b>Who</b> was involved?</li> <li>3. <b>Where</b> did it happen?</li> <li>4. <b>When</b> did it happen?</li> <li>5. <b>Why</b> did it happen?</li> <li>6. <b>What</b> did people say?</li> </ol>	<p><b>Plan a report</b></p> <p><b>Listen</b> to <a href="#">chapter 12</a>, <a href="#">chapter 13</a> and <a href="#">chapter 14</a> again, if you need to.</p> <p><b>Answer</b> the following questions to help you plan your newspaper report explaining Corky Pigeon's attack by the crocodile.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. Who was hurt?</li> <li>3. Where did it happen?</li> <li>4. When did it happen?</li> <li>5. Why do you think it happened?</li> </ol>	<p><b>Plan and write eyewitness accounts</b></p> <p><i>An eyewitness account is a description given by someone who saw an event happen.</i></p> <p><b>Choose</b> <u>two</u> characters from Krindlekrax and imagine that they were nearby when Corky Pigeon came out of the sewer after the crocodile attack.</p> <p><b>Answer</b> the following questions:</p> <ol style="list-style-type: none"> <li>1. What did they see?</li> <li>2. What did they hear?</li> <li>3. What did they smell?</li> </ol> <p><b>Watch</b> the <a href="#">dialogue writing</a> video explanation.</p> <p><b>Write</b> dialogue for both characters to use in your newspaper report tomorrow.</p> <p><i>E.g. "I heard the loud screech of tyres. I immediately saw a dark blue vehicle driving at speed down the country roads near the farm," reported Mr Williams to the officers investigating the crime.</i></p>	<p><b>Write a newspaper report</b></p> <p>Imagine you are a journalist or newspaper reporter when Corky Pigeon was attacked by the crocodile.</p> <p><b>Read</b> the newspaper report example (Resource Day 5B).</p> <p><b>Watch</b> the <a href="#">paragraphs</a> and <a href="#">dialogue writing</a> videos explanations</p> <p>Use your plan to <b>write a newspaper report</b> explaining the incident.</p> <p><b>Remember to:</b>            -Use the past tense            - Include a Headline            - Include paragraphs            - Include dialogue for eyewitnesses</p>
<b>Resources</b>	Resource Day 1A Resource Day 1B Resource Day 1C	Resource Day 2A Resource Day 2B Resource Day 2C	Resource 3A		Resource Day 5A Resource Day 5B You may also want to use Resource 3A.



**Reading: Year 3 – Summer 1 Week 3**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Whole class	<a href="#">Knights and Bikes, p.131-150</a>	<a href="#">Knights and Bikes, p.151-164</a>	<a href="#">Knights and Bikes, p.165-182</a>	<a href="#">Knights and Bikes, p.185-200</a>	Poems by Roger McGough: <a href="#">Didgeridoo</a> <a href="#">The Lost Lost-Property Office</a> <a href="#">The Midnight Skaters</a> <a href="#">Poetry Pie</a>
	Independent *	<a href="#">The Brave Puffer Fish (p.18-end of book)</a>	<a href="#">Pedro's Tricky Tower (p.2-11)</a>	<a href="#">Pedro's Tricky Tower (p.12-end of book)</a>	<a href="#">How to Make Slime</a>	<a href="#">Trust Me, Jack's Beanstalk Stinks! (p.1-11)</a>
	Independent **	<a href="#">Zeke Meeks Pages 91-end of book</a>	<a href="#">Plant Part Smarts</a>	<a href="#">Dino-Mike and the T. Rex Attack (Chapter 1 and 2)</a>	<a href="#">Dino-Mike and the T. Rex Attack (Chapter 3 and 4)</a>	<a href="#">Dino-Mike and the T. Rex Attack (Chapter 5 and 6)</a>
	Independent ***	<a href="#">Furry and Flo: The Big Hairy Secret (p.26-46)</a>	<a href="#">Furry and Flo: The Big Hairy Secret (p.47-68)</a>	<a href="#">Furry and Flo: The Big Hairy Secret (p.69-92)</a>	<a href="#">Furry and Flo: The Big Hairy Secret (p.93-end of book)</a>	<a href="#">The Secret Life of Plants (Chapter 1)</a>
<b>Spelling</b>		Practice these words this week using the spelling strategies below: so, sew, sow, tail, tale, through, threw, waist, waste Challenge: Choose more words from the appropriate spelling list below to practice spelling.				

See below for: Resource Day 1A, Resource Day 1B, Resource Day 2A, Resource Day 2B, Resource Day 2C, Resource Day 5A, Resource Day 5B



## **Resource Day 1A: Questions to support planning**



### Paragraph 1

Where were you going before you went into the sewer?  
What made you decide to go inside?

### Paragraph 2

What did you see as you entered?  
What did you hear coming from inside the sewer?  
What did you smell in the sewer?

### Paragraph 3

What was the problem?  
How did you react to the problem?

### Paragraph 4

Who did you tell?

## **Resource Day 1B: Model setting and character description**

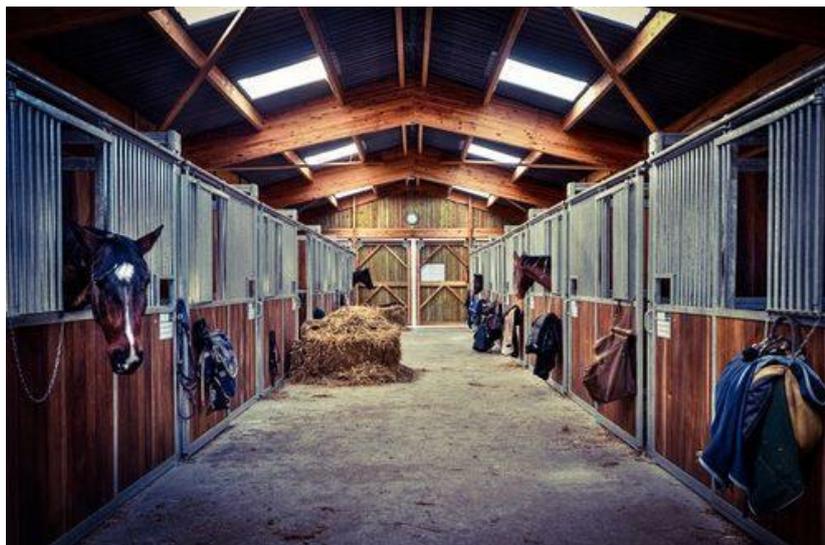
**\*Use the model text below to help you to structure the setting and character description.**

As I was walking towards my field, I noticed that the door of Mr Jones' horse stable door had been left open. I thought it was strange because it was always locked if no one was around. I decided to check that the horses inside were safe.

As I entered, I noticed that the stable floor was scattered with dry, withered hay. Bright sunlight squeezed through the gaps in the high, wooden ceiling which reflected off the shiny metal stall gates. There was not a sound apart from the occasional horse bray that echoed up to the stable roof.

A horse's head stuck out of its stall. The horse looked shaken and as I got closer, I knew something was wrong. Its mane was multi-coloured and had been spiked up. I went to pat the horse to reassure it, but it immediately backed away and turned its back on me. Immediately, I saw that its tail had been styled into dreadlocks and dyed green.

At this point, I ran out of the stable and went to warn Mr Jones.



**Resource Day 1C: Sentence Starters**

As I was walking towards the \_\_\_\_\_ I noticed/heard/saw/smelt...

Suddenly, I noticed/heard/saw...

I ran...

I jumped...

I hid behind...

I watched...

I ran out of the \_\_\_\_\_ and went to warn...

## Resource Day 2A: Model Newspaper report



### **Police are appealing for witnesses following an attack on two Shetland ponies**

#### **What**

##### **happened?**

People broke in to a stable and restyled their tails.

#### **Where** did it happen?

The incident happened at Higher Blackshaw Farm.

#### **What** did other people say?

Mr Williams saw a car driving away and Mrs Duckworth found some scissors that may have been used in the attack.

Following a break-in at a local horse stables, two ponies were left upset and confused after their manes and tails were mysteriously cut and styled. One pony was left with a green mohican and the other had dreadlocks on its tail and a multi-coloured mane.

The incident happened overnight on April 9th at Higher Blackshaw Farm, Blackshaw Head, Hebden Bridge.

It is thought that it was a practical joke as the ponies were not physically harmed. This unpleasant incident has understandably also caused distress to the animals' owner. Officers are investigating whether the perpetrator was a local hairdresser and are looking for clues at nearby salons.

The police are hopeful that they will catch the perpetrator because there were eyewitnesses.

"I saw a dark blue vehicle driving at speed down the country roads near the farm," reported Mr Williams to the officers investigating the crime.

"I found a pair of scissors and I now know why they were dumped by my fence!" stated Mrs Duckworth who owns several fields nearby.

We are appealing for further information about this peculiar incident and we would ask anyone who has any heard or saw anything suspicious to contact West Yorkshire Police on 101 or CrimeStoppers on 0800 555 111.

#### **Who** was involved?

Two ponies and one trespasser or more.

#### **When** did it happen?

The incident took place on 9th April.

#### **Why** do they think it happened?

They think it happened because the trespasser was playing a practical joke.

## **Resource Day 2B: Example Newspaper Report**

### **Roman Coin Surprise for School Teacher**

#### **Reported by Owen Butcher, Media Correspondent, Glastonbury**

Nine Roman Coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are down to be put on public display.

Sally Ship is an art teacher from Somerset. Last year, she decided to have an extension built on her home. A few days after the building began, Sally made an amazing find. She noticed something in the hole that the builders were digging and knew instantly that it was something special.

The discovery has created great excitement in the small town and the coins are going to be put on display in the local museum and taken into local schools for children to see.

“We believe that the silver coins were in the ground since the Romans were here which was over 1500 years,” claimed Mr Doyle who is a local archaeologist.

“We don’t usually have many exciting things happen because the town is so small. Everyone is talking about how the coins got there!” remarked Mrs Barker who is a Glastonbury resident.

If you would like to see the Roman coins, the local council have said that they will be on display at Glastonbury Local History Museum from 15<sup>th</sup> May 2020.

## **Resource Day 2C: Example Newspaper Report**

### **Back to Earth With a Bump!**

#### **Reported by Amanda Kelper, Media Correspondent, London**

After a six month visit to the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay in space, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the International Space Station (ISS) which is a large spacecraft that travels around the Earth.

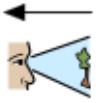
The men were launched into space on 15th December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generations of space travellers. Peake told reporters that the best part of his mission was a spacewalk where he had to make a repair on the space station.

The crew travelled around the planet nearly 3,000 times and then returned to Earth. The astronauts landed safely and were healthy. The astronauts had to be pulled out of the capsule and carried as their legs were too weak to walk.

“The smells of Earth are so strong and it’s wonderful to be back in the fresh air,” answered Peake when he was asked how he felt to be back on Earth.

If you would like to receive further updates from the ISS on other space programmes, visit the NASA website.

# Resource Day 3A: Useful vocabulary for planning and writing your newspaper report



saw



ladder



leg



bitten



crocodile

Corky



stressed



confused



injured



bruised



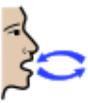
cut



shocked



heard



breathing



shouted



yelled



screamed



smelt



burnt



toast



dirty



water



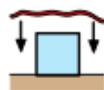
blood

rusty

sewer



drain



covers

## Resource Day 5A: When do I start a new paragraph?

\*This resource can be used alongside the paragraphs video explanation.

# Paragraphs



**Ti...** you move to a new period of time

**P...** you move to a different place/location

**To...** you move from one topic to another

**P...** you bring a new person into your writing,  
or change from one person to another -  
including dialogue (speech)

## **Resource Day 5B Model: Newspaper report**



### **Police are appealing for witnesses following an attack on two Shetland ponies.**

Following a break-in at a local horse stables, two ponies were left upset and confused after their manes and tails were mysteriously cut and styled. One pony was left with a green mohican and the other had dreadlocks on its tail and a multi-coloured mane.

The incident happened overnight on April 9th at Higher Blackshaw Farm, Blackshaw Head, Hebden Bridge.

It is thought that it was a practical joke as the ponies were not physically harmed. This unpleasant incident has understandably also caused distress to the animals' owner. Officers are investigating whether the perpetrator was a local hairdresser and are looking for clues at nearby salons.

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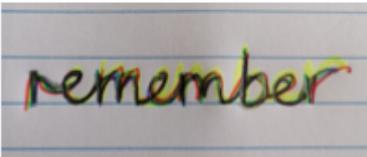
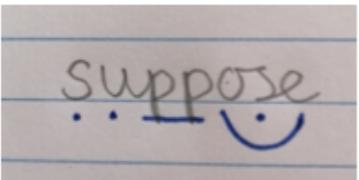
## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

## Spelling Strategies

<p><b>Pyramid Writing</b></p>  <p>The word 'because' is written in a pyramid shape on lined paper, starting with 'b' at the top and adding one letter at a time down to 'because' at the bottom.</p>	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p>  <p>The word 'remember' is written on lined paper with each letter in a different color.</p>	<p><b>Create a mnemonic</b></p>  <p>A graphic with the word 'rhythm' in a large font. Below it, the text reads 'Rhythm Helps Your Two Hips Move.' To the right is an illustration of three stylized figures with their arms raised.</p>
<p><b>Sound Buttons</b></p>  <p>The word 'suppose' is written on lined paper. Small dots are placed under the 's', 'p', and 'o' letters, and a smiley face is drawn under the 'e'.</p> <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word  <b>Say</b> it out loud  <b>Cover</b> it up  <b>Write</b> it  <b>Check</b> whether it is spelt correctly</p>