

# Kings Worthy Primary School

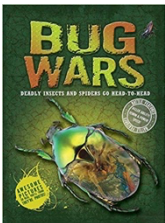

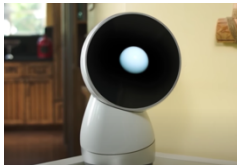

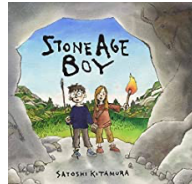

## Year 3 Writing Overview

Persuade


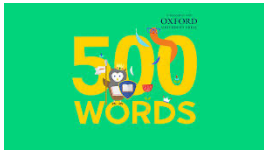
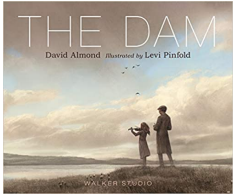
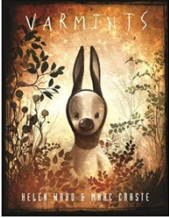
Inform

Entertain

Discuss

Autumn 1 Deadly 60 Book box available in library	Autumn 2 Wonderful Winchester	Spring 1 Rise of the Robots Book box available in library	Spring 2 Water Around the World	Summer 1 Yabba, Dabba, Do! Book box available in library	Summer 2 Plants of the World
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p><b>Text Driver</b> Bug Wars</p>  <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Pet shop – information booklets for customers.</p> <p><b>Outcome:</b> Write instructions as to how to care for a bug / insect.</p> <p><b>Parallel Texts</b> Ultimate Bugopedia – National Geographic The Big Book of Bugs – Yuval Zommer</p> <p><b>Drop in Writes</b> Descriptions of bugs</p>	<p><b>Text Driver</b> Where the Poppies Now Grow</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> The Kings Worthy community</p> <p><b>Outcome:</b> Children to create their own remembrance poetry.</p> <p><b>Parallel Texts</b> Peace Lily – Hilary Robinson Poppy Field – Michael Morpurgo</p> <p><b>Drop in Writes</b> Description of poppies Poppy shape poem Diary entry WWI</p>	<p><b>Text Driver</b> Jibo Robot Trailer <a href="https://www.youtube.com/watch?v=oi8ufbO8DVK">https://www.youtube.com/watch?v=oi8ufbO8DVK</a></p>  <p><b>Purpose:</b> To discuss</p> <p><b>Audience:</b> Local government</p> <p><b>Outcome:</b> Write a letter to the local government with pros and cons of such technology.</p> <p><b>Parallel Texts</b> How to Build Robots – Louise Derrington</p> <p><b>Drop in Writes</b> Persuasive letter to Mr Dodson, about how we need a Jibo in each classroom.</p>	<p><b>Text Driver</b> A River</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 3 peers</p> <p><b>Outcome:</b> Children to write a journey narrative. Carry out own river walk and use the text to inspire descriptions of the environment at key locations along your walk.</p> <p><b>Parallel Texts</b> The River – Valerie Bloom My River Runs to Thee – Emily Dickinson</p> <p><b>Drop in Writes</b> River shape poem (list poem, think about sounds)</p>	<p><b>Text Driver</b> Stone Age Boy</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 3 peers</p> <p><b>Outcome:</b> Children to create their own time-slip narrative. Use switch of tense at the end of the story to show how events affected your choices in later life.</p> <p><b>Parallel Texts</b> Various information texts based around the Stone Age Stig of the Dump – Clive King</p> <p><b>Drop in Writes</b> Write a description of the camp Postcard from the Stone Age</p>	<p><b>Text Driver</b> It Starts with a Seed</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Local garden centre to spruce up their shop</p> <p><b>Outcome:</b> Children to create poems based on rhyme and rhythm and the natural processes e.g. the growth of a flower.</p> <p><b>Parallel Texts</b> The Lost Words – Robert Macfarlane</p> <p><b>Drop in Writes</b> Children to write explanation texts about how a plant process works</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text Driver</b> An Anthology of Intriguing Animals</p>  <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Marwell Zoo – write to them sharing the work they have created can they display it at the zoo?</p> <p><b>Outcome:</b> Children to create a non-chronological report.</p> <p><b>Parallel Texts</b> Animalium – Jenny Broom</p> <p><b>Drop in Writes</b> Children to write descriptions of their animals</p>	<p><b>Text Driver</b> A Walk in Paris (Children have previously looked at A Walk in London in Year 2)</p>  <p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> Winchester tourists (send to Winchester Tourist information centre)</p> <p><b>Outcome:</b> Children to write an informative leaflet about Winchester, 'A Walk in Winchester' (use inspiration from Winchester city visit)</p> <p><b>Parallel Texts</b> A Walk in London / New York – Salvatore Rubbino Not For Parents Lonely Planet Guides</p> <p><b>Drop in Writes</b> Postcard from trip to Winchester (could write while you're there) Review of some of the sites of Winchester</p>	<p><b>Text Driver</b> Iron Man</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 4</p> <p><b>Outcome:</b> Children to write their own short story. Collate all stories to create a class book.</p> <p><b>Parallel Texts</b> The Iron Woman – Ted Hughes</p> <p><b>Drop in Writes</b> Create a first-person witness account of your encounter Write the Iron Man's internal monologue Setting / character description</p>	<p><b>Text Driver</b> Once Upon a Raindrop</p>  <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Southern Water – producing a new way to inform people about the water cycle in a more interesting way</p> <p><b>Outcome:</b> To create an informative poem based on the water cycle</p> <p><b>Parallel Texts:</b> 'The Rhythm of the Rain' by Grahame Baker-Smith 'A River' by Marc Martin River Story – Meredith Hooper</p> <p><b>Drop in Writes</b> Descriptive writing about rain List poem about rain</p>	<p><b>Text Driver</b> Stone Age Boy</p>  <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Historians</p> <p><b>Outcome:</b> Children to create a video diary about what life is like where they have ended up. They can dress up as 'Stone Age Boy / Stone Age Girl' and report on their time in camp. What have they seen? What have they learnt to do? Children to write as a diary entry to then perform.</p> <p><b>Parallel Texts</b> Boy – James Mayhew Various books about the Stone Age.</p> <p><b>Drop in Writes</b> Write a job description for an archaeologist. Children to write a set of instructions on how to survive the Stone Age.</p>	<p><b>Text Driver</b> Varmints</p>  <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> The other Year 3 class</p> <p><b>Outcome:</b> Children to write a newspaper report about the arrival of 'The Others'.</p> <p><b>Parallel Texts</b> The Rabbits – John Marsden</p> <p><b>Drop in Writes</b> Retell the story from the point of view of a Varmint.</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p><b>Text Driver</b> Deadly 60</p>  <p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> People who misjudge these animals. Children and adults.</p> <p><b>Outcome:</b> Are these animals really 'deadly'? Children to persuade others about their specific creatures that they have had visit from Jungle Jonathon. Or which animal do they think is the deadliest and why.</p> <p><b>Parallel Texts</b> Guinness World Records: Wild Things That's Deadly – National Geographic Various information texts about creatures' children are writing about</p> <p><b>Drop in Writes</b> Non-chronological report about one of the 'deadly' creatures</p>	<p>-</p>	<p><b>Text Driver</b> 500 Word Story Competition</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> 500-word story judges, children in the class</p> <p><b>Outcome:</b> To write an entertaining story for the 500-word story competition</p> <p><b>Parallel Texts</b> Read other winning stories from previous years.</p>	<p><b>Text Driver</b> The Dam</p>  <p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> The local council</p> <p><b>Outcome:</b> Children to write from the viewpoint of a homeowner persuading the authorities not to build the dam.</p> <p><b>Parallel Texts</b> Flood – Alvaro Villa</p> <p><b>Drop in Writes</b> Setting descriptions inspired by the book Write a balanced argument: is it right to build dams if people will lose their homes?</p>	<p>-</p>	<p><b>Text Driver</b> Varmints</p>  <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> The author</p> <p><b>Outcome:</b> The book is called Varmints (Part 1). Children to write and illustrate a follow up narrative (part 2).</p> <p><b>Parallel Texts</b> The Rabbits – John Marsden</p> <p><b>Drop in Writes</b> Write a character description for a Varmint. Part one does not include any dialogue, rewrite some, with some dialogue.</p>