



# Holly Park School Writing Learning Organiser

## Year 3

**Genre: Narrative**


**Phase: KS2**

**Purpose: Entertain**

Myths, Traditional Stories, Character, setting & Plot

**Learning Objectives:**

Pupils should be taught to plan their writing by:  
 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas  
 Draft and write by:  
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  
 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
 Evaluate and edit by:  
 assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Prior Knowledge	Progression in Skills	Vocabulary
Stories need to include: → Title → Beginning → Build-up → Dilemma → Resolution → Ending → Characters/setting Capital letters and full stops used correctly Characters are included and described Settings are included and described A triggering event is included Events are described There is a logical solution Text is written in sequence Traditional tales with a twist Science fiction stories Adventure stories	Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters. Planning the story – A story Mountain 	<b>Fiction</b> - Made-up not real. <b>Characters</b> - People/creatures in the story <b>Structure</b> - The way something is set out <b>Setting</b> - Where the story takes place <b>Dilemma</b> - Problem <b>Resolution</b> - Solving a problem <b>Event</b> - Something happening <b>Tense</b> - Past, present, future <b>Emotions</b> - Feelings <b>Dialogue</b> - Speech (using inverted commas) <b>Chronological order</b> - In order of events happening
<p><b>What will I know by the end of the unit?</b></p>		
<p>To make sure the title reflects what will happen in the story</p>		

<p>To know how to make the story flow well and create suspense</p> <p>To use language descriptions to keep the readers attention (adjectives, adverbs, interesting verbs)</p> <p>To know which tense to use</p> <p>To know how to include dialogue using inverted commas</p> <p>To know how to introduce the main character</p> <p>To know how to set the scene (who, what, when, where, why)</p> <p>To know how to introduce a problem</p> <p>To know how to resolve the problem</p> <p>To know how to write in chronological order of events</p> <p>To know to include emotions and feelings of characters</p> <p>To know how to end a story successfully</p> <p><b>Possible Curriculum Links</b></p> <p>Stone Age Boy</p>	<p><b>A focus in Year 3 on developing:</b></p> <p><b>Character</b></p> <p>To know how to include dialogue using inverted commas</p> <p>To know how to introduce the main character</p> <p>To know to include emotions and feelings of characters</p> <p><b>Setting</b></p> <p>To know how to set the scene (who, what, when, where, why)</p> <p><b>Plot</b></p> <p>To know how to introduce a problem</p> <p>To know how to resolve the problem</p> <p>To know how to end a story successfully</p> <p><b>Features of Myths (Link to Romans)</b></p> <p>heroic characters, who have many strengths</p> <p>gods and goddesses</p> <p>set in ancient times</p> <p>exciting and rich vocabulary</p> <p>objects that help to save the day</p> <p>obstacles the hero has to overcome</p> <p>good defeats evil</p> <p><b>Features of Traditional Stories (Link to Stone Age)</b></p> <p>A main character on a quest or search</p> <p>magical or peculiar creatures or characters</p> <p>one problem is solved but leads to another</p> <p>description and dialogue</p>	<p><b>Story Language</b></p> <p><b>Simile and Metaphor</b></p> <p>...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p><b>Adverbs</b></p> <p>suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Accurate Action Verbs</b></p> <p>pushed, rushed, shoved</p> <p><b>Power of 3</b></p> <p>He leaped from his horse, charged to the gate and raised his sword.</p> <p><b>Connectives:</b></p> <p>also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p><b>Adverbs:</b></p> <p>very, rather, slightly</p>
<b>PUNCTUATION</b>		<b>GRAMMAR</b>
<ul style="list-style-type: none"> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas.</li> </ul>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p>	

Connectives/conjunctions  
Express time and cause (when, so, before, after, while, because)

Tense  
Correct and consistent use of past and present tense.

Adverbs  
Introduce/revise adverbs.  
Express time and cause; then, next, soon

### TEXT STRUCTURE

### SENTENCE

Ideas are written down in chronological order with time words.  
Included past perfect as well as simple past tense and past progressive.  
The story is written in the third person.  
Paragraphs are used to show a change of time or place.  
Described characters and settings well.  
Included a trigger event that moves the story on.  
Pronouns are correct  
Description throughout the text.  
A clear complication and events which are developed throughout  
Included time and place references at the start of each sentence.  
The story flows well and raises doubt and suspense – ideas are linked

- Simple sentences with extra description.
- Some complex sentences using because, which, where etc.
- Tense consistent e.g. typically past tense for narration, present tense in dialogue
- Dialogue is realistic and conversational in style e.g. Well, I suppose...
- Verbs used are specific for action e.g. rushed, shoved, pushed
- Adverbials e.g. When she reached home...
- Expanded noun phrases e.g. two horrible hours

