

Year Three English

Stories in familiar settings



National Curriculum:

Pupils should.....

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- use dictionaries to check the meaning of words that they have read
- spell words that are often misspelt
- increase the legibility, consistency and quality of their handwriting
- discuss and record ideas
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- in narratives, create settings, characters and plot
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use conjunctions, adverbs and prepositions to express time and cause

Key Vocabulary – Star Words

setting	familiar/unfamiliar	creative	adjective
plot	imagination	expanded noun phrase	features
sentence	verb	conjunction	grammar
adverb	preposition	apostrophe	simile

Glossary Of Star Words And Their Meaning

familiar	
unfamiliar	
setting	

Learning Intents

Learning Intents	Student	Teacher
My story is set in Hatton Hill (a familiar setting).		
I have described the character (Sigurd) who is unfamiliar to the setting.		
My story contains events that happen in the school day.		
My character causes trouble in the school day.		
The events that happen are in order of the school day.		

