

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – Hot Like Fire

Term – Autumn 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
A1	POR 1 – reflection – where poet from – context	POR2 and 3 – performance poetry	POR 4 SPAG – dictionary use – home language – writing own definitions language	POR 5 – comprehension	POR 9 and 10 – focus language adverbs and adjectives to create phrases	Hot Like Fire and Other Poems by Valerie Bloom	Poetry about the seasons
A2	POR 8 – language focus for fire – simile metaphor	Shared writing – innovate poem to be for winter	Plan own poem for autumn – create pictures and phrases	Write own season poem (hot task)	Edit, improve, perform		
A3	POR 6 – drama – argument	Model persuasive letter – box up	Tadpoling model text – focus on emotive language including conjunctions – fact v opinion	Practice fact and opinion	Innovate a response letter to the model text		Persuasive letter
A4	Summarising content of persuasive arguments	Read Trick or Treat p40 – act out conscious alley – discuss arguments	Plan and begin to write persuasive letter (hot task)	Continue persuasive letter (Hot task)	Edit, improve, perform		
A5	Hook – drama – learn model discussion text	Box up / vocabulary	Tadpoling – focus on recapping opinion v fact and If sentence starters	Focus generalisers – key phrases to practice – on the one hand / on the other hand	Drama – debate – conscious alley – arguments – recap emotive language		Discussion texts
A6	SPAG – possessive apostrophe regular and irregular	Shared writing innovate model text opening and reasons for reasons against and closing	Plan and begin to write Discussion text (hot task)	Continue discussion text (Hot task)	Edit, improve, perform		

Writing outcomes and SPAG focus

Writing outcomes

- * Poetry about the seasons
- * Persuasive letter
- * Discussion text

SPAG focus

- * Dictionary work
- * Adjectives and adverbs for clauses
- * Similes and metaphors
- * Emotive conjunctions and contrasting conjunctions
- * Fact and opinion
- * Generalisers
- * Possessive apostrophe
- * Conditionals

NC objectives

National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

National Curriculum Writing Expectations Y4

Spell many homophones.

Draft the work I am planning to complete orally and on paper with detail.

Use the possessive apostrophe for regular and irregular plurals.

Evaluate and edit my work checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use appropriate conjunctions like when, if, because, although for effect.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials marked with a comma accurately.

Use the grammar I have learned.

Punctuate direct split speech.

Choose the correct nouns and pronouns for clarity and cohesion to avoid repetition.

Genre objectives

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

Poetry Expectations Year 3

Describe the effect a poem has and suggest possible interpretations

Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes

Explain the pattern of different simple forms

Perform individually or chorally

Vary volume, experimenting with expression and use pauses for effect

Use actions, voices, sound effects and musical patterns to add to a performance

Invent new similes and experiment with word play

Use powerful nouns, adjectives and verbs

Experiment with alliteration

Write free verse

Borrow or create a repeating pattern

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Persuasion Expectations Y4

Use personal and direct words

Use informal language

Use emotive conjunctions

Present opinions as facts

Use slogans

Use imperative verbs

Use emotive language to deceive

Use positive phrases

Discussion Expectations Y4

Use addition conjunctions

Use contrast conjunctions

Use conclusion conjunctions

Use generalisers

Use words to introduce opinions

Paragraph 1 - What is being discussed and why does it matter?

Paragraph 2 - Reasons for

Paragraph 3 - Reasons against

Paragraph 4 - State what you think is right and give reasons

Please read the POR unit plan in full

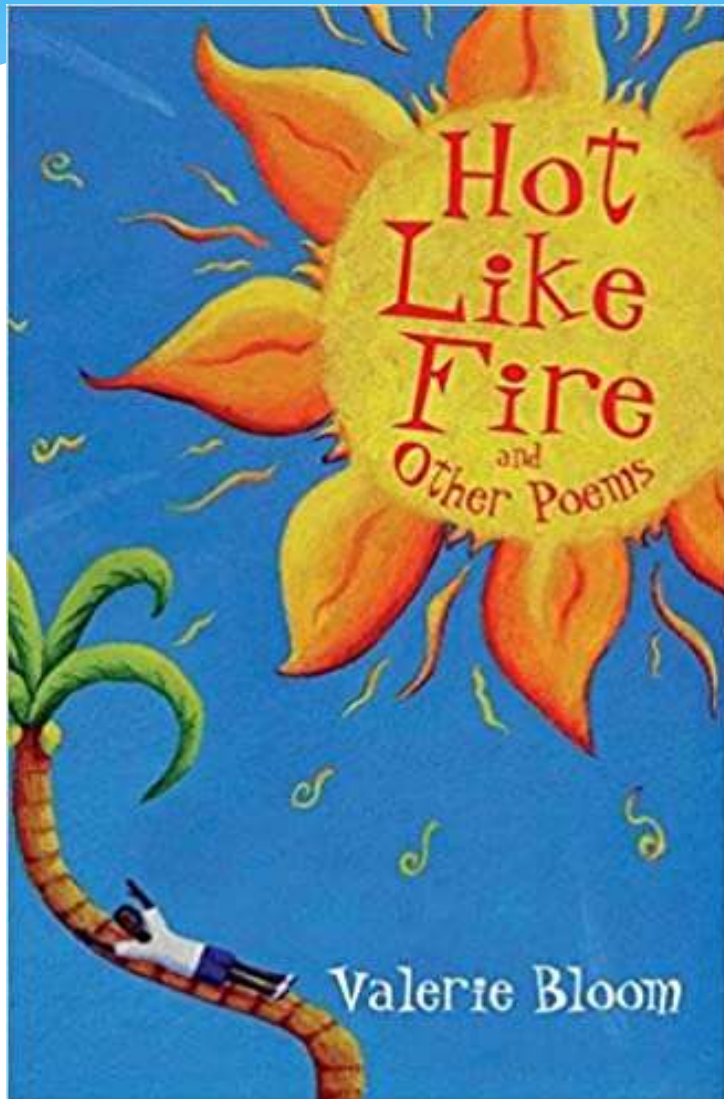
- * Link below

<https://clpe.org.uk/powerofreading/book/hot-fire-and-other-poems>

Week 1 Monday

- * Learning Outcome / Objective
- * I can recognise language from context.
- * I can write definitions for unfamiliar language.
- * I can reflect on how a poem makes me feel.
- * I can understand what dialect is.

Plan



We are going to listen to the Poet Valerie Bloom, from Jamaica.

She has lots of poems in her book *Hot Like Fire*.

After sharing these poems we will perform, recreate and be inspired to write our own poems.



Kisko Pops



- * Meet Valerie Bloom – a poet from Jamaica.

Watch her perform her poem Kisko Pop (like ice pops!)

<https://www.bing.com/videos/search?q=valerie+bloom+poems&ru=%2fvideos%2fsearch%3fq%3dvalerie%2bbloom%2bpoems%26FORM%3dHDRSC3&view=detail&mid=3429933C116780F4C49D3429933C116780F4C49D&rvsmid=A098F04E9115180B687DA098F04E9115180B687D&FORM=VDQVAP>



Jamaica



Jamaica



When you go abroad or on holiday, what is you admire most?

Beaches?

Food?

Buildings?

People?

New languages?

In De Familiar Tings, Valerie Bloom shares where she has been and what her family love most.

[Valerie Bloom - De Familiar Tings \(clpe.org.uk\)](http://clpe.org.uk)

Seasons

How many seasons do we have in England?

What are they?

In Jamaica, Valerie explains that there are only 2 seasons - dry and wet

She says that England's 4 seasons are like different people

* [Valerie Bloom - Seasons - Bing video](#)

Seasons

Seasons

Spring is baby,
bright, fresh and new,
gurgling with the melting snow,
singing with the first cuckoo.

Summer is a barefoot boy,
fishing in the stream,
running through the waiting corn,
lazing in a dream.

Autumn's a grown man,
slowly walking by,
a limp in his careful footstep,
a shadow in one eye.

Winter is an aged sage,
with long, snow-powdered hair.
He cuts a trench in the frozen ground,
and buries another year.

Two Seasons

- * **Two Seasons**

- * We don't have a Springtime like some folk
Who live in dem colder place,
but we have a time when de soft rain come,
an' tease open de seedcase
o' de poincianna and de trumpet tree,
An' whisper to de young cane to wake
when de guangu blossom is pink an' white
powder-puff, prettying up de earth face.
But not Spring like in dem colder place.
- * We no have no Summer when Sprintime done,
no change o' season as such,
but we have a time when de asphalt bubble
in de hot sun, when yuh dare not touch
de tarmac wid yuh barefoot, when de heat is
a dancin' dervish who will wi' grab yuh
an' spin yuh till de sweat is a river flowin' down,
an' yuh too tired fe do anything much.
But we don't have a summer as such.

Two seasons continued...

We no have no Autumn like Europe,
we don' have de American Fall,
but dere is a time when de flame tree in the Forest
light de woodland like a fireball,
when de blue mahoe leaf dem turn bright bronze,
de almond look like wearing henna,
when de nightfall flicker wid peeni-wallie,
an' grasshopper an' tree frog call
to de moon. But we don' have Autumn or Fall.

We don' have no winter wid snow an' sleet,
an ice like a carpet pon de grung,
but we have a time when de fee-fee twist
purple an' white up de road bank, an' young
tangerine an' ugli fruit swell an' yellow in
de gentle sun; when de cool breeze finger
draw de sweater round de shoulder,
an de sorrel tas'e tart pon de tongue.
But no ice like a carpet pon de grung.

We don't have de four season dem,
Summer, Winter, Autumn an' Spring,
but de dry season wid the noisy bees
an' de shrill call o' de cling-cling,
an' de sun turnin' de sea into a hot bath,
an' de grass bake so dat it crackle like parchment
under yuh foot; when de beach dem crowded
wid folk cooling off; de season when mango is king.
But no Summer, Winter, Autumn an' Spring.

No, we don't have four different season,
just two, de wet an' de dry,
an' in de rainy season de storm cloud dem
cover over de face o' de sky,
de road an' de river dem lose dem bank,
an' de hurricane dem sometimes come callin'
fe borrow de roof an' fe tear up de tree dem
like paper. But de earth always revive by an' by,
in de two season, de wet an' de dry.

Tall Ships

Jamaica is a Caribbean island that was found by Christopher Columbus over 500 years ago. He brought his ships to the island from Europe to find new lands and things he could take back. Listen as Valerie explains how people from Jamaica felt as his ships approached.

* [Valerie Bloom performs The Tall Ships - Bing video](#)

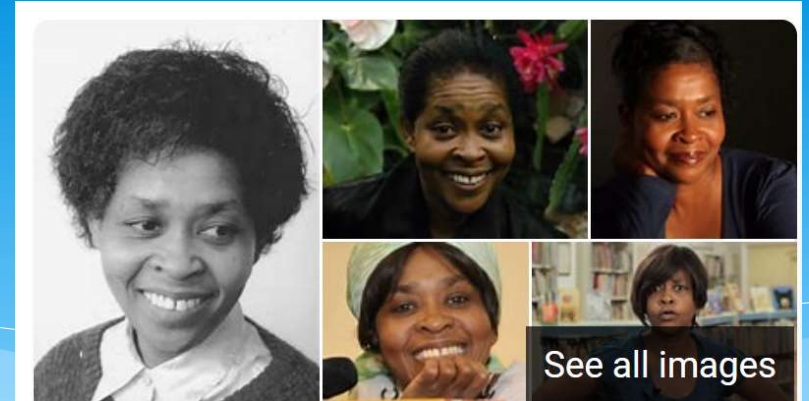
The Tall Ships

I saw three ships, three tall ships
Riding on the sea,
The waves quaked, and the fishes quaked,
And the wind sighed sorrowfully,
For on their decks, and in their holds,
Rode doom and misery

I saw three ships, three tall ships
Anchored on the sea,
The wind refused to fill the sails,
The sky wept copiously,
For the berths were filled with pain and tears
And they hunted a new country.

I saw three ships, three tall ships
Speed shoreward from the sea,
And the trees moaned, and the birds fled,
And the land cried woefully,
For on their prows sat greed and shame,
And the death of history.

More about Valerie Bloom



- * Valerie Bloom was born in **Clarendon, Jamaica in 1956.**
- * She had eight brothers and sisters.
- * Valerie had written lots of stories when she was a child, but only started writing poetry when she was a teenager.
- * She had her first poem published when she was just eighteen years old.

Responses...

- * Select a copy of a poem read today.

Write ...

- * Likes / Dislikes / Patterns / Puzzles

Highlight some words that were unfamiliar at the start of the lesson, but that now you understand. Write their definitions below like a dictionary entry.

Week 1 Tuesday

* Learning Objectives

I can perform poems using different techniques.

Techniques and ideas to consider – expression, body language, dynamics, repetition, rhythm, use of musical instruments...

Poems performed by Valerie Bloom

[Bloom, Valerie, Poet Performances \(clpe.org.uk\)](http://clpe.org.uk)

De Bread Van p88

De Bread Van

In a likkle village whey de soft moss peep
from under mango root, whey de mawga dawg
sleep
eena de midday sun, de cock dem cuss one
another
ova de house top, an' nobody no bother
fe shut de door 'gainst pryin' yeye
but meck de nosy breeze come in fe spy
under de tablecloth an' frilly bedspread,
dere's a van dat come to deliver bread.

Every Saturday when de sun teck a break,
de van climb de hill wid a rattle an' shake,
a tired cough, splutter an' groan o' de horn,
hardly at lunchtime, neva in de mawn-
ing. But by five widout fail,
wid a dawdlin' twistin' snakin' trail
o' blue-grey smoke, thin like a t'read,
de bread van come fe deliver bread.

De bread dem light, still warm an' yeasty,
dem cos' fifty cents or so, at least de
mangoose bread dem, long an' thin
cos' that. De sweet bread got currants in.
De man have bulla cake too, five cents each,
sugar-brown an' sweet, an' him will reach
to de highest shelf behind him head,
an' sell yuh some when him deliver bread.

Spice bun like dose in de city shop,
sprinkle wid cinnamon an' cherry on top,
water biscuit, crisp an' light,
if yuh lucky den yuh jus' might
get patty, hot wid scotch bonnet pepper,
de flaky pastry wrap up in brown paper,
but perhaps yuh prefer some toto instead,
when de bread van come fe deliver bread.

Shopping p112,

Shopping

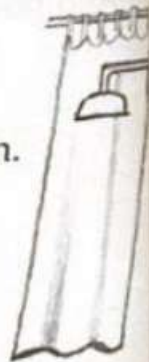
One hour, that's all, ah tell me mother,
Ah can't stay out too late,
Ah jus' need to get a fountain pen,
An' a comic fe me mate,
Ah want to watch de match tonight,
So ah coming back by eight.
An' me mother say, 'Hol' on, ah coming.'



One hour, that's all, ah tell her,
We can't stay more than one hour,
We going get a pen, an' comic.
An' Mum sey, 'Ah want some flour.
An' while ah think I might jus' get
A new curtain fe de shower.'
An' me brother say, 'Hol' on, ah coming.'



We only going out for one hour, ah say,
One hour before we come back,
We getting pen, comic, flour, shower curtain.
An' John sey, 'I need a rucksack.
But before ah go ah must set this thing
Fe video "Art Attack".'
An' me sister say, 'Hol' on, ah coming.'



One hour, ah shout to Rebecca,
Just one hour we gwine spen' in town,
We getting pen, comic, flour, shower curtain,
rucksack.

An' Becky sey, 'Ah need a new dressing gown.
But ah don't think ah have enough money,
So, Dad, can yuh lend me ten poun'?'
And me father say, 'Hol' on, ah coming.'



Well, we go to de supermarket,
An' every aisle did have a food cart,
Dem was givin' out sample o' everyt'ing
From pineapple to artichoke heart,
Dad spen' half hour a-sample each sample.
Ah sey, Dad, de game soon start.
Him sey, 'Hol' on, ah coming.'



Next we go to get me brother rucksack,
An' him sey dat him need new shoes,
Well, John never learn how fe make up him min',
Him couldn't decide which fe choose,
Ah tell him, hurry up, John, before the match start,
We don' have no time fe lose.
Him sey, 'Hol' on, ah coming.'



Late Again p122,

Late Again

Why nobody no wake me?
Whey everybody gawn?
Yuh mean to tell me I feget
Fe put the alarm awn?

Now is nine o'clock a'ready
An me gwine haffe run,
Me cyan find me school jumper,
Ah jus' gwine borrow me brother own.

Don' have no time fe breakfas',
Haffe jus' brush me teeth an' scoot,
No time fe pack me lunch box
Ah jus' gwine haffe grab some fruit.

An' hope ah can beg a sandwich
Or a biscuit off me mate,
Me outa here. Oh brilliant!
Ah hope me mum not workin' late

'Cause me lef' de key pon de table!
An' me feget fe comb me hair,
It mus' look like a bird nest,
But me no really care,



As long as me no late again,
For Mrs Morton sey,
She gwine give me a detention
If me late another day.

No sign o' de school bus dem
Outside o' de school gate,
Look like de lollipop lady
gawn home,
Bwoy, me mus' be really late.

Hold on. How de place so quiet?
How me no hear no sound
A-come from de classroom dem,
An' no noise from de playground?

Whey de pickney an' de teacher dem?
Whey de dinner lady dey?
Oh no! Why nobody no remind me
Dat is de start o' de holiday?



Don' Ride No Coconut Bough Down

Dere p141

Don' Ride No Coconut Bough Down Dere

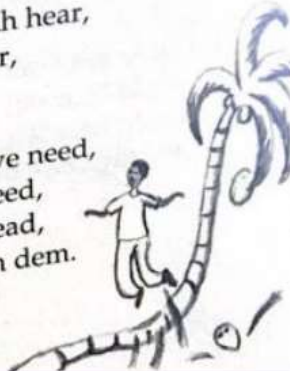
Papa face serious, him say, 'Dere's no way,
Ah want any o' yuh to go out an' play
An' mash up me yam hill dem down dey,
Specially wid unoo coconut bough.'

De hill so steep an' long an' slippery,
We could hear dat hill a-call out to we,
We could hear it a-say, 'Come slide down me,
Yuh know yuh want to do it now.'

De yam vine dem twist roun' de hog plum tree,
Dem turn dem likkle face to we,
Dem say to Lainey, Bonnie an' to me,
'Membra whey yuh fada say.'

De coconut bough dem waitin' dere
Say, 'Don' lissen to dem vine, yuh hear,
Yuh puppa really mean nex' year,
Him neva mean today.'

We fin' some bough, jus' what we need,
Head big an' solid, perfec' fe speed,
Me in de middle, Bonnie in de lead,
We jump pon we coconut bough dem.



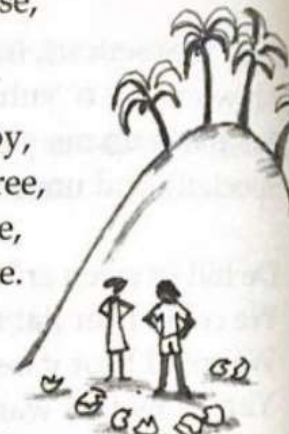
An' den we all begin fe race,
De breeze like razor pon we face,
We feget 'bout goin' slow in case,
We break off Papa yam stem.

De t'ree o' we an' de dog, Puppy,
Fly down de hill pass de pear tree,
Tear through de cocoa an' coffee,
We noh memba de yam no more.

Up de hill an' down agen,
Lean de bough into de ben',
We only see de yam vine dem when
We stop, 'bout half past four.

Dem lyin' lifeless pon de groun'
De hill dem flat, dem all mash down,
None o' we could meck a soun',
We didn' know wha' fe do.

De hill so steep an' long an' slippery,
We could hear dat hill a-call out to we,
We could hear it a-say, 'Come slide down me,'
An' we say, 'No, thank yuh!'



Performance time...

- * Practise one of the poems in pairs, groups or individually.
- * Record each other and then share.
- * Evaluate performances.

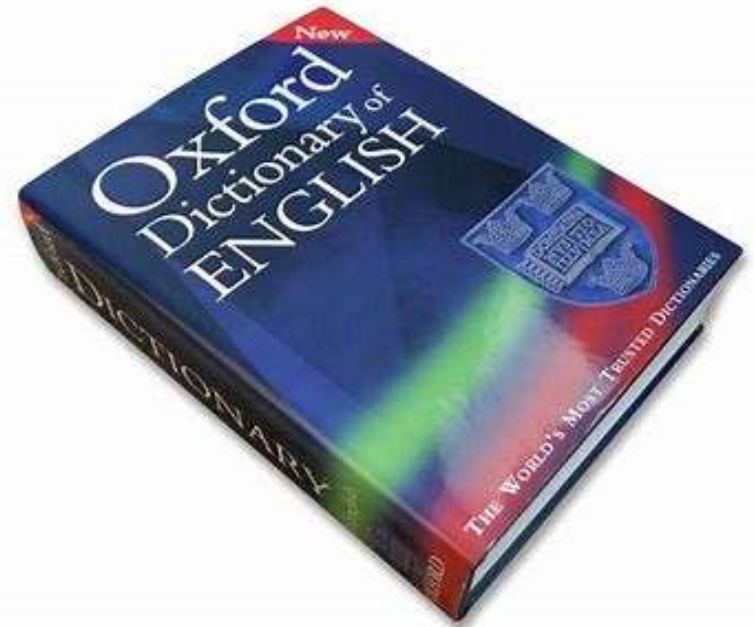
Week 1 Wednesday

* Learning Objectives

I can use a dictionary effectively.

I can match words with definitions and word classes.

What is a dictionary?



- * Words laid out in alphabetical order with their definitions.
- * Dictionaries also offer synonyms of words and explain the word class being defined.

Alphabetical order...

- * Let's look up the definition of the word POEM.
- * First skim through your dictionaries to find the first letter P. P is in the second half of the alphabet so jump to over half way to begin.
- * Now look at the second letter O and skim through all the Pa... Pe... Ph... Pi... words to get to Po... words

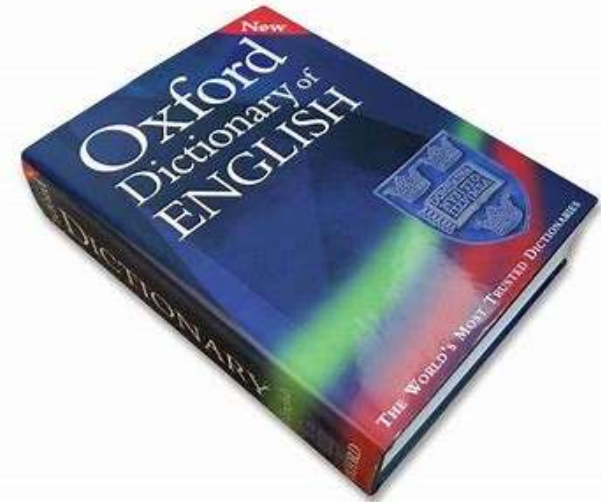


An example entry in a dictionary

POEM

Noun

1. A piece of writing that partakes of the nature of both speech and song that is nearly always rhythmical, usually metaphorical, and often exhibits such formal elements as meter, rhyme, and stanzaic structure.
2. Something that arouses strong emotions because of its beauty.



Notice the word is written first

Then the word class

Next the definition

Let's recap the poem from yesterday.

- * Look for some words in each poem that you could use to create your own dictionary for Valerie Bloom poems.

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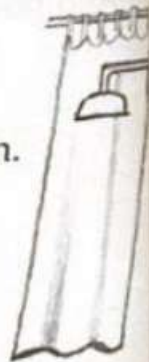
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No time fe pack me lunch box
Ah jus' gwine haffe grab some fruit.

An' hope ah can beg a sandwich
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Hold on. How de place so quiet?
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Don' Ride No Coconut Bough Down

Dere p141

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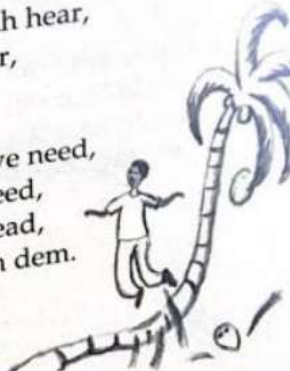
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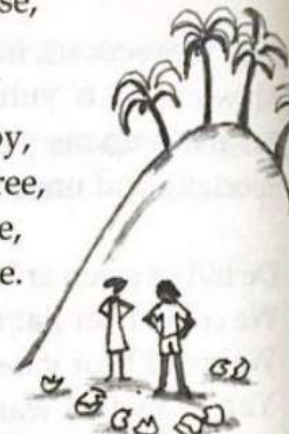
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De hill so steep an' long an' slippery,
We could hear dat hill a-call out to we,
We could hear it a-say, 'Come slide down me,'
An' we say, 'No, thank yuh!'



Word class revision...

* Remember

Verb – doing or being (skipped / are / was / laughing)

Adverb – explains where, when or how the verb is happening (quickly, outside, now, dangerously)

Noun – person, place or thing (Ben / England / pen)

Adjective – explains size, shape, colour etc. of a noun (large, round, blue)

Determiner – determines the noun (the, a, their, this)

Some words that could be used

- * De - the
- * Likkle – little
- * Mango - fruit
- * Widout – without
- * Neva – never
- * Mawning – morning
- * Wid – with
- * Yuh – you
- * Dose – those
- * Den – then
- * Whey – where
- * Wawn – gone
- * Feget – forget
- * Awn – on
- * Haffe – have
- * Pon – upon

Example

De

Determiner

Used to mean the word ‘the’

Denotes one or more things.

- * Whey – where
- * Wawn – gone
- * Feget – forget
- * Awn – on
- * Haffe – have
- * Pon – upon
- * Dere’s – there’s
- * Fada – father
- * Fe – for
- * Sey – say
- * Gwine – going
- * Yuh – you
- * Dat – that

Week 1 Thursday

Learning objectives

I can give a personal response to a poem.

I can infer thoughts and feelings of the poem.

I can retrieve information directly from the poem.

Questions...

Where is this taking place?

What is it about?

Who is 'we'?

What did the letter say?

Should they accept the invitation?

Explain your answer.

Why?

Why not?

Week 1 Friday

Learning objectives

I can recognise adverbial phrases.

I can recognise adjectives.

I can select adverbial phrases and adjectives to create an effect.

Waterways...

- * [River Relax Gentle Relaxing River Sounds - Bing video](#)



Words you might have suggested...

- * Gushing
- * Trickling
- * Tweeting
- * Chirping
- * Sloshing
- * Rushing
- * Rippling

Verbs came to mind...

Let's add some adverbs to the verbs

- * Gushing loudly (how it is happening)
- * Trickling slowly (how)
- * Tweeting happily (how)
- * Chirping merrily (how)
- * Nearby water sloshing (where is it happening)
- * Constant rushing water (when is it happening)
- * Rippling into the distance (where it is happening)

Reforming into poetry..

Gushing loudly (how it is happening)

Trickling slowly (how)

Tweeting happily (how)

Chirping merrily (how)

Nearby water sloshing (where is it happening)

Constant rushing water (when is it happening)

Rippling into the distance (where it is happening)

The River

The constant rushing water,
Nearby sloshing before gushing loudly,
Then trickling slowly,
Finally rippling off into the distance.

The River's a wanderer,
A nomad, a tramp,
He doesn't choose one place
To set up his camp.

The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.

The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

The river's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

Plenary The river – Valerie Bloom

[The River | Children's Poetry Archive](#)



The River's a wanderer,
A mad, a tramp,
He doesn't choose any one place
To set up his camp.

The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a hoarder,
And he buries down deep
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That he wants to keep.

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He gurgles and hums,
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The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

The River's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

Valerie Bloom

The River



Week 2 Monday

Learning objectives

I can understand figurative language.

I can create effective similes.

I can create effective metaphors.

Trees on parade

The trees are on fire!
The trees are on fire!
Call for the fire brigade!
The branches are blazing,
The canopies flaming,
All along the colonnade.
The trees are on fire,
The trees are on fire,
That's the end of the trees,
I'm afraid.
Don't worry,
They're not burning,
It's just the leaves turning,
In time for the autumn parade.

Are the trees really on fire?
What is the author trying to do for the reader?
What effect is created?

Figurative Language

- * Language is used to create feelings and emotions on the reader.
- * In poetry this is particularly important.
- * Here are some examples of how this can be done effectively...

Similes...

- * Use 'as' or 'like' to create a picture in the mind by comparing it to something well known.

Similes

busy as a bee



sparkle like diamonds



hungry as a bear



flat as a pancake



hard as a rock



Metaphors

Creating an image by saying something IS something else.

That something else is very well known to people for being a particular way.

Franklin has
a heart of
gold!

Mary's voice
is music to
my ears

He's a
walking
encyclopedia

You are my
sunshine

The world's
a stage

Images for autumn



Autumn Poem

Based on the Seasons poem by Valerie Bloom where every season is a person.

Autumn is a grown man, slowly walking by,
Autumn is a resting animal, beginning to hibernate,
Autumn is like a fire, burnt out ready to die.

Autumn trees are like sunsets, their leaves like crunchy crisps,
They are full of yellow stars, orange ambers and red flames,
Falling like feathers, softly fluttering down.

(Metaphors – green Similes – orange)

Week 2 Tuesday

Learning Objectives

I can innovate a poem.

I can write effectively using figurative language.

Winter



Winter innovation

Autumn

Autumn is a grown man, slowly walking by,

Autumn is a resting animal, beginning to hibernate,

Autumn is like a fire, burnt out ready to die.

Autumn trees are like sunsets, their leaves like crunchy crisps,

They are yellow stars, orange ambers and red flames,

Falling like feathers, softly fluttering down.

Winter

Winter is an aged sage, with long, snow-powdered hair.

Winter is a hungry animal, prowling and hunting prey,

Winter is like a wilted flower, waiting patiently for the sun.

Winter celebrations are like sparklers, their brightness igniting joy,

They are full hearts of cheer, wonder and kindness,




People gathering like sardines, excitedly sharing gifts.

Week 2 Wednesday

Learning objectives

I can plan a poem based on a season using effective figurative language.

Planning

Verse	Focus - picture	Words
1 – 3 lines	Summer BBQ 	Smells wafting like musical notes through the air enticing everyone Dad's chatterboxes Ketchup splodging like red paint
2 – 3 lines	Summer Beach time 	Waves crashing like thunder Sandcastles as tall as skyscrapers Time vanishing like magic
3 – 3 lines	Summer holidays 	Ice creams melting like ice caps Children giant laughing machines School uniforms rotting in cupboards

Week 2 Thursday

Learning Objective

I can write a seasons poem using effective figurative language.

Week 2 Friday

Learning Objective

I can perform my own poem.

I can evaluate poems for effective use of figurative language.

Week 3 Monday

Learning Objectives

I can respond to poetry.


I can understand arguments for and against something.

The People Next Door

Valerie Bloom


There are new people living next door,
They're quiet as a comatose mouse,
We wouldn't have known there was anyone there,
But a blue light came on in the house.

And sometimes when they think no one's about,
A small head peeks out through the door,
But we never see an adult over there
They all seem not much older than four.




Our dog used to chase rabbits in the garden next door,
But he hasn't gone near since they came,
The ducks in the pond flew away it seems,
And that's a pity, they were getting tame.

And the rabbits that were always hopping next door
In their dozens, have all disappeared,
In their garden, there isn't a bird or a bee,
Though we've got plenty, isn't that weird?



The vicar went over to welcome them in,
And now he is acting so odd!
If you ask him their names or what they are like,
He'll just cross himself twice, smile and nod.

The postman who used to deliver their mail
Has gone away, no one knows where,
And that's such a shame because if anyone could
He would tell us what they're like over there.



The social worker went round to find out
Why the children weren't in school,
But we haven't seen her since, so I guess
She's probably visiting her Mum in Blackpool.

Then we got a letter, pushed through the door.
Written on paper that just seems to glow,
Inviting us over for supper and games
Tonight at six. Do you think we should go?

The letter...



Dear neighbours,

We are writing this letter to invite you and your family over to our new home for games and some supper tonight at 6pm.

Firstly, we feel incredibly rude that we have lived next door to you now for a few months and yet we still have not officially introduced ourselves. Our rudeness is unforgivable, which is why we are so desperate to make it up to you by being gracious hosts and offering to cook whatever it is that is your favourite meal. If you let us know soon we will be able to get the food ready in time for tonight.

Secondly, as we are new to this neighbourhood, so we feel isolated and lonely living without knowing anyone. Friendship is so important to us as in our previous home the whole street felt like a large family with people sharing stories and kindness. We do very much hope that it will be very similar now that we are living in this street, as we have heard such wonderful things about the generosity of people living in this area.

Lastly, we believe our son is of a same age as your daughter. Wouldn't it be wonderful if they were to have the opportunity to meet and become the best of friends. We know that they will be attending the same school together, and if they become friends then they will have a companion to walk there and back together daily. Wouldn't that be a blessing for both of them?

We hope that this letter has persuaded you to join us for this wonderful evening of food and laughter.

Kind regards,

Your new neighbours at number 8.

Conscience alley...

* To go or not to go?????

Think of a reason either for or against and stand in a line across the classroom. All the people for going on one side and all the people against on the other facing the other side.

Ask one person to walk through the lines slowly. As that person walks down begin saying your argument for or against over and over and over again until they have passed all the way down the line.

At the end ask the person who walked the conscience alley for their decision.

Reasons for and against

- * List reasons for and against
- * Write your own personal opinion of if you would go and explain your reason

Reasons for...

- * They were really polite in asking you over
- * Games and supper is a normal suggestion and could be fun
- * You are super curious and desperately want to know what they are like
- * They are desperate for friendship
- * They have a child of the same age

Reasons against....

- * Everyone who has been over there has either disappeared or been so scared they won't talk about it
- * No animals will go near the place
- * A blue light could mean they are aliens
- * Why have they written this letter now?

Week 3 Tuesday

Learning objectives

I can recognise text features of a persuasive letter.

Start with 'Dear...'

Explain why you are writing a letter

Dear neighbours,

We are writing this letter to invite you and your family over to our new home for games and some supper tonight at 6pm.

Give a reason and explain it fully
Use an **adverb** to give order

Firstly, we feel incredibly rude that we have lived next door to you now for a few months and yet we still have not officially introduced ourselves. Our rudeness is unforgivable, which is why we are so desperate to make it up to you by being gracious hosts and offering to cook whatever it is that is your favourite meal. If you let us know soon we will be able to get the food ready in time for tonight.

Give another reason and explain it fully
Use another **adverb** to show order

Secondly, as we are new to this neighbourhood, so we feel isolated and lonely living without knowing anyone. Friendship is so important to us as in our previous home the whole street felt like a large family with people sharing stories and kindness. We do very much hope that it will be very similar now that we are living in this street, as we have heard such wonderful things about the generosity of people living in this area.

Give a final reason and explain it fully
Use an **adverb** to show it is the last one

Lastly, we believe our son is of a same age as your daughter. Wouldn't it be wonderful if they were to have the opportunity to meet and become the best of friends. We know that they will be attending the same school together, and if they become friends then they will have a companion to walk there and back together daily. Wouldn't that be a blessing for both of them?

End the letter saying what you want to happen
Finish with kind regards

We hope that this letter has persuaded you to join us
for this wonderful evening of food and laughter.

Kind regards,

Your new neighbours at number 8.

Week 3 Wednesday

Learning Objectives

I can recognise language features of a persuasive letter.

I can recognise how emotive and additional conjunctions can be used.

Dear neighbours,

We are writing this letter to invite you and your family over to our new home for games and some supper tonight at 6pm.

Firstly, we feel incredibly rude that we have lived next door to you now for a few months and yet we still have not officially introduced ourselves. Our rudeness is unforgivable, which is why we are so desperate to make it up to you by being gracious hosts and offering to cook whatever it is that is your favourite meal. If you let us know soon we will be able to get the food ready in time for tonight.

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Kind regards,

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We hope that this letter has persuaded you to join us for this wonderful evening of food and laughter.

Kind regards,

Your new neighbours at number 8.

Dear neighbours,

We are writing this letter to invite you and your family over for games and some supper tonight at 6pm.

If you let us know soon, then we will be able to get the food ready in time for tonight.

Friendship is so important to us and if you come our children can become friends.

We hope that this letter has given you the information needed to make a decision.

Kind regards,

Your new neighbours at number 8.

Try to make this letter more
persuasive.

Dear neighbour,

We are writing this letter to invite you to our BBQ lunch
tomorrow.

It is at 2pm.

Please let us know if you are going to come.

Kind regards,

Sam and Kelly at number 5

How about this?

Dear neighbour,

We are writing this letter to invite you, and only you, to our famous BBQ spectacular lunch tomorrow.

From 2pm, there will be delicious honey-roasted ribs, mouth-watering fully-loaded burgers and enormous sausages ready to be eaten from the grill. We are desperate for your company as it has been too long since we saw you last and had a proper chance to catch up. We even have your very favourite milk chocolate cake covered in sprinkles for dessert.

Please don't let us down by saying you won't join us for this most wonderful lunch.

Kind regards,

Sam and Kelly at number 5

Week 3 Thursday

Learning objectives

I can distinguish between fact and opinion.

Fact

- * A thing that is known or proved to be true.

Children go to school.

The sky is blue.

Opinion

- * A view or judgment formed about something, not necessarily based on fact or knowledge.

School is awesome.

The sky is ugly.

Look at the poem 'The people next door'.

* Underline the **facts in red** and the **opinions in blue**.

There are new people living next door,
They're quiet as a comatose mouse,
We wouldn't have known there was
anyone there,
But a blue light came on in the house.

And sometimes when they think no one's
about,
A small head peeks out through the door,
But we never see an adult over there
They all seem not much older than four.

Our dog used to chase rabbits in the garden
next door,
But he hasn't gone near since they came,
The ducks in the pond flew away it seems,
And that's a pity, they were getting tame.

And the rabbits that were always hopping
next door
In their dozens, have all disappeared,
In their garden, there isn't a bird or a bee,
Though we've got plenty, isn't that weird?

facts in red opinions in blue

There are new people living next door,
They're quiet as a comatose mouse,
We wouldn't have known there was
anyone there,
But a blue light came on in the house.

And sometimes when they think no one's
about,
A small head peeks out through the door,
But we never see an adult over there
They all seem not much older than four.

Our dog used to chase rabbits in the garden
next door,
But he hasn't gone near since they came,
The ducks in the pond flew away it seems,
And that's a pity, they were getting tame.

And the rabbits that were always hopping
next door
In their dozens, have all disappeared,
In their garden, there isn't a bird or a bee,
Though we've got plenty, isn't that weird?

The vicar went over to welcome them in,
And now he is acting so odd!
If you ask him their names or what they are like,
He'll just cross himself twice, smile and nod.

The postman who used to deliver their mail
Has gone away, no one knows where,
And that's such a shame because if anyone could
He would tell us what they're like over there.

The social worker went round to find out
Why the children weren't in school,
But we haven't seen her since, so I guess
She's probably visiting her Mum in Blackpool.

Then we got a letter, pushed through the door.
Written on paper that just seems to glow,
Inviting us over for supper and games
Tonight at six. Do you think we should go?

Facts

- * New neighbours
- * Blue light
- * Dog doesn't go over there now
- * Ducks left
- * No rabbits, birds or bees
- * Vicar visited
- * Postman left
- * Social worker left
- * Invited around for supper

Opinions

- * Quiet as mice
- * Didn't know they were there
- * Seem young
- * Ducks were tame
- * Things seem weird
- * Vicar acting odd
- * Shame postman left
- * Social worker could be in Blackpool
- * Paper seems to glow

Week 3 Friday

Learning Objectives

I can innovate a persuasive letter.

Brainstorm ideas for a response

- * Think it is safer for them to come to your house.
- * Strongest argument for them to come
- * Next reason that is quite strong
- * Weakest reason

Arguments

- 1 – as they have just moved in they may be in a mess and not have unpacked making entertaining tough
- 2 - could invite others over as well so they get to know more people on the street
- 3 – daughter very anxious and shy so would feel more comfortable in own home

Dear neighbours,

Thank you so much for your kind invitation to have supper and games at your house tonight. It is a real honour, but we would like to suggest you join us at our home instead.

Firstly, we also feel incredibly rude that you have moved in and we have not popped over to welcome you to our lovely street. You must be exhausted from moving in so recently and may feel that having guests when you are still unpacking boxes would be very challenging. We have everything already set up for entertaining and would be delighted to host our first gathering. There will be plenty of opportunities for us to spend time in your home in the future once you are completely settled in.

Secondly, we feel it would be really beneficial to invite a few other families over to meet you tonight as that way you can be introduced to other friendly faces. By joining us you will have the chance to see first hand just how welcoming we all are as neighbours. We can all share stories of how we moved into the area with a few games and great food.

Lastly, you are correct that we have a daughter who would be very grateful to make a new friend in your son. However, she is extremely anxious at meeting new people. She would be far more comfortable meeting your son in her own home where she feels much more at ease. We are sure that over time she will gain confidence and happily join you at your home for supper once she knows you more by spending time together. It is very challenging for her to be in new situations, so we hope you appreciate why we are asking for you to join us rather than come to your home.

We are hopeful this letter has been taken in a way intended, in that you feel we are not rejecting your kind offer of hospitality. We are extremely excited to meet you and hope to see you all tonight at our home along with some other neighbours who are just as keen to spend time getting to know you.

Kind regards,

Your new neighbours at number 7.

Week 4 Monday

Learning Objectives

I can summarise key elements of paragraphs.

I can summarise key elements of texts.

Persuasive Letter

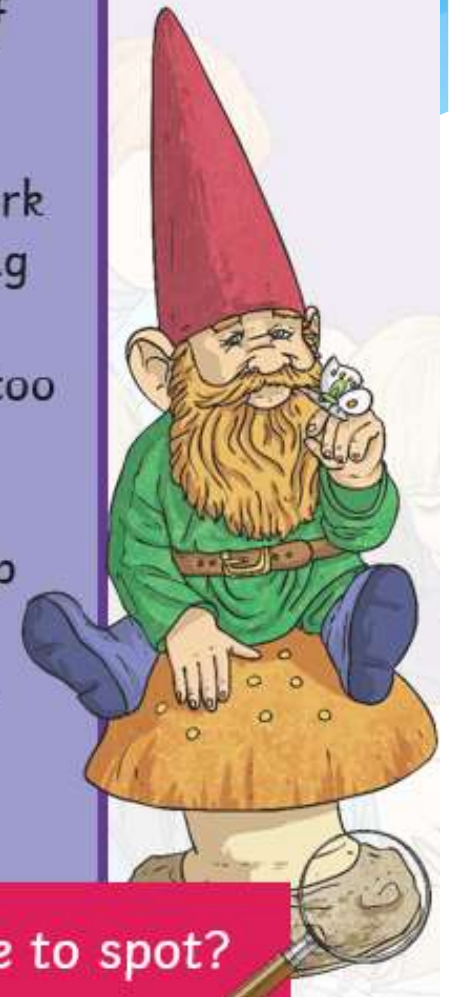
Dear Sir/Madam,

I am writing to ask you to please reduce your extensive garden gnome collection so that I may deliver your letters without fear of injury.

For the past few years, I have found it increasingly difficult to work my way through your garden without treading on an unsuspecting gnome. Last week, when I arrived home and found a miniature fishing rod stuck in my shoe, I realised that this had gone on for too long. Surely you don't want me to be injured, do you?

I enjoy gnomes and I think that a small collection can brighten up the garden substantially but the situation has become ridiculous. From now on, I will leave your letters beneath Goswald the Great until you significantly reduce your collection.

Yours sincerely,
Postal Worker Patricia



Which features did you manage to spot?

Rhetorical question – another persuasive technique...

Rhetorical Questions

These are questions which make your reader feel like you're talking directly to them.

What was the purpose of the whole letter?

Persuasive Letter

Dear Sir/Madam,

I am writing to ask you to please reduce your extensive garden gnome collection so that I may deliver your letters without fear of injury.

For the past few years, I have found it increasingly difficult to work my way through your garden without treading on an unsuspecting gnome. Last week, when I arrived home and found a miniature fishing rod stuck in my shoe, I realised that this had gone on for too long. Surely you don't want me to be injured, do you?

I enjoy gnomes and I think that a small collection can brighten up the garden substantially but the situation has become ridiculous. From now on, I will leave your letters beneath Goswald the Great until you significantly reduce your collection.

Yours sincerely,
Postal Worker Patricia



To get rid of the gnomes in the garden.

Which features did you manage to spot?

Get rid of gnomes

Causes injury

I am writing to ask you to please reduce your extensive garden gnome collection so that I may deliver your letters without fear of injury.

For the past few years, I have found it increasingly difficult to work my way through your garden without treading on an unsuspecting gnome. Last week, when I arrived home and found a miniature fishing rod stuck in my shoe, I realised that this had gone on for too long. Surely you don't want me to be injured, do you?

I enjoy gnomes and I think that a small collection can brighten up the garden substantially but the situation has become ridiculous. From now on, I will leave your letters beneath Goswald the Great until you significantly reduce your collection.

where letters will be
from now on

Friday 6th September

Dear Sir or Madam,

I have recently been informed of your plans to cancel the kerbside collection of plastic waste – an idea I vehemently oppose. I am confident that, upon understanding the consequences of this decision, the council will abolish plans to make such cuts.

In order to cancel the current, effective kerbside collection, the council intends to provide costly additional bins. This is sure to greatly impact the council's budget with detrimental effect. Many people believe that the initial cost of the new bins will be greater than the total cost of maintaining current collections. It therefore seems wasteful to change the current way of working. I am confident that the council would not intentionally make a wasteful decision.

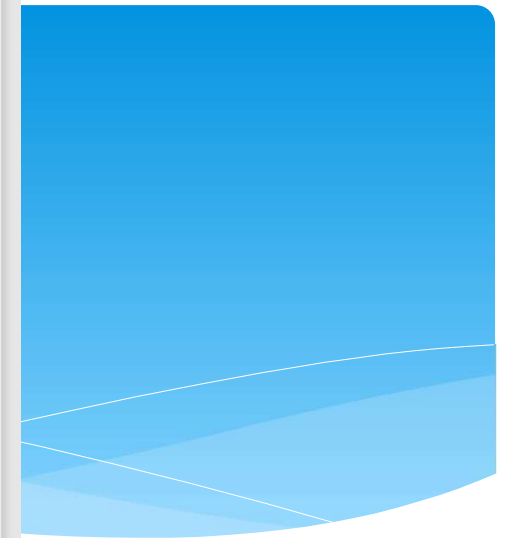
Residents fear that the council's proposed changes will result in unpleasant, dirty waste littering the streets due to lack of proper recycling methods. Our town's streets are likely to become overrun with rodents feasting from the unhygienic litter which has not been properly recycled due to council cuts. Inevitably, this will lead to a rise in pest control costs. This would cost the council more money than the initial cuts would save – a completely avoidable deficit.

Additionally, the environmental impact of this seemingly reckless decision could be catastrophic. Although you acknowledge that your current waste treatment facility attempts to take plastic waste out of regular collections, how many pieces of plastic waste are simply missed? This oversight could result in millions of pieces of perfectly recyclable plastic being carelessly discarded into landfill, remaining there indefinitely rather than being reused in a valuable way. The council simply must prioritise environmental wellbeing.

Ultimately, the public are adamantly opposed to the council's decision and demand a meeting to present all relevant facts. Once these are presented, I am confident that the council will see the error in their ways and revoke the decision.

Yours faithfully,

Mr I. Rate



Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners who allow their pets to foul the pavements and not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.

Week 4 Tuesday

Learning Objectives

I can recognise both sides of an argument.

I can recognise the value of an argument and prioritise order of several argument points.

Trick or Treat (p40)

- * Think of a reason for or against.
- * Line up in a conscience alley and repeat your word or phrase to persuade the person walking through.

Week 4 Wednesday

Learning objectives

- * I can plan a persuasive letter.
- * I can write a persuasive letter.

Success criteria

Have you stated in the opening why you are writing?

Have you use personal pronouns?

Have you used a rhetorical question?

Have you used evaluative words?

Have you ordered your ideas with the strongest reason first?

Have you use adverbials to show your order clearly?

Week 4 Thursday

Learning objectives

I can write a persuasive letter.

Success criteria

Have you stated in the opening why you are writing?

Have you use personal pronouns?

Have you used a rhetorical question?

Have you used evaluative words?

Have you ordered your ideas with the strongest reason first?

Have you use adverbials to show your order clearly?

Week 4 Friday

Learning objectives

I can review my own work and that of others.

I can edit and improve my work.

Well? Did the letter persuade you?

- * Did it persuade you?
- * What was the most persuasive part and why?
- * Did it include features from the marking ladder?
- * Did it follow the boxing up grids for a persuasive letter?
- * What could be done to improve it? (e.g. what did they miss from the marking ladder?)

Week 5 Monday

Learning objectives

- * I can reflect on poems and how they make me feel.
- * I can perform a poem with a partner with say and respond.
- * I can learn a discussion text and understand the purpose of it.

Best friends

- * [Valerie Bloom Performs 'Best Friends' - Bing video](#)

Perform 'Best Friends' one line each – respond to each other.

If you were a soldier and I were your enemy, then I would not fight you,
If you were a deer and I were a lion, then I would not bite you,
If you were a fish and I were a net, then I would not catch you,
If you were a bone and I were a dog, then I would not snatch you,
If you were a fly and I were a swatter, then I would not kill you,
If you were water and I were a carrier, then I would not spill you,
If you were a cup, then I'd be a saucer and let you rest on me,
And we will be best friends, from now until eternity.

One person in red, one person in blue – together in purple

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Poem 'Best Friends'

- * Likes
- * Dislikes
- * Patterns
- * Puzzles

Discussion text

- * Inspired by the poem Best Friends.
- * Should best friends ALWAYS tell each other the truth?

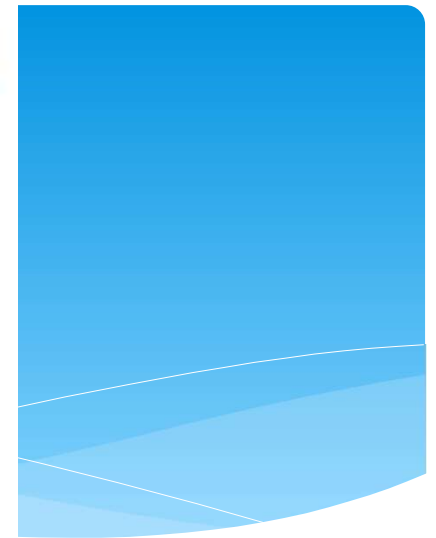
Features of Discussion Texts Checklist

There should be...



Teacher

a clear title to show what the text is about		
an opening paragraph introducing key issues/ summary of argument.		
arguments for, with information.		
arguments against, with information.		
a conclusion - summary of key points.		
my own viewpoint.		
the correct tense being used.		
appropriate conjunctive adverbs used (e.g. therefore, however).		





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Week 5 Tuesday

Learning objectives

- * I can recognise text and language features of a discussion text.



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Should Children Be Allowed to Own Pets?

There are many arguments for and against children owning pets. Pets help to keep children company, help to keep children fit, and they also help children to learn new responsibilities. However, pets can be dangerous. They require a lot of maintenance, and they cost a lot of money to be taken care of properly.

The first argument that supports pet ownership by children is that they are good company. When children come home from school, pets are always there to greet them. They love children and are always willing to play. Consequently, children will be less likely to experience loneliness. They will also help to keep children active as they will need to be walked and played with every day.

Secondly, owning a pet encourages children to learn new responsibilities. Pets need to be looked after and be taken care of every day. Children will learn different skills that they can use later in life. For example, washing and feeding pets are very important skills to learn. Learning these responsibilities will ensure that children will be able to look after themselves, and possibly their own children one day.

On the other hand, some pets can be dangerous. Some dogs, for example, are inclined to bite and children may become scared of animals as a result of this happening to them. Cats also look very soft and cuddly but they do have very sharp claws. If they are treated in the wrong way, cats can use their claws to scratch.

In addition, pets require a great deal of maintenance. Many pets need to be regularly groomed, exercised and bathed. As a result of this, children may neglect their studies because they are too busy worrying about their pet and its wellbeing.

A further argument against pet ownership is that pets are very expensive to buy and care for. Ultimately, the cost of owning one falls on parents and as a result, children don't really understand the full responsibility of having one.

In conclusion, there are many arguments for and against pet ownership. Pets help to keep children company, fit, and they also help them to learn new responsibilities. However, pets can be dangerous, they require a lot of maintenance, and they cost a lot of money to be taken care of properly.



Week 5 Wednesday

Learning objectives

- * I can understand conditional sentences.
- * I can revise work on fact and opinion.



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Conditionals

Complete these sentences and then make some of your own.

Remember to start with **If** and use a **comma** before **then**.

_____ I eat all of my dinner, _____ I can have pudding.

If it is sunny, then _____.

If the fire bell goes, _____.

_____, then I will grow up big and strong.

If _____, then _____.

Week 5 Thursday

- * Learning Objectives

I can use key phrases to discuss ideas.

Should Children Wear School Uniforms?

There are many arguments for, and lots against children wearing school uniforms. Some believe that children should wear school uniforms because teachers are able to identify their students when they go on excursions, and it stops children competing for who wears the nicest clothes. However, some suggest that children should not wear school uniforms because it is boring and it can cost the parents a lot of money.

The first argument for wearing a school uniform is that people will know what school you come from. On excursions, it is easy for the teachers to know where their children are if they are in their school uniform. This can decrease the chances of children being lost, and it also allows for children to stay safe in their surroundings.

Secondly, school uniforms are a good idea because they make all the children look the same. If there weren't school uniforms, rich children might wear very expensive clothes with brand names, while poor children would not be able to afford these. Pupils would try to compete with each other to have the nicest clothes, and this would mean that parents might have to spend a lot of money buying new and different clothes for their children. In the long run, it would save parents money if their children had a school uniform to wear.

On the other hand, wearing school uniforms is boring. Children are not able to choose their own clothes, even though they like to be individuals.

In addition, school uniforms still cost a lot of money. Some schools may only require you to purchase one type of uniform to wear throughout the whole year, however, most schools require you to purchase a summer, winter and a sports uniform. Also, because the uniforms are to be worn every day, parents will have to buy a couple of sets of each uniform so they don't have to worry about washing them every single night. While some parents may be able to afford new ones for their children, other families may not.

After considering the arguments on both sides of the issue, I believe that children should wear school uniforms, however they should have some say in the style and the colour.



Discussion Expectations Y3

Use addition conjunctions

Use contrast conjunctions

Use conclusion conjunctions

Use generalisers

Use words to introduce opinions

Paragraph 1 - What is being discussed and why does it matter?

Paragraph 2 - Reasons for

Paragraph 3 - Reasons against

Paragraph 4 - State what you think is right and give reasons

Pokémon Cards Be Banned from Schools

It is fair to say that the issue of Pokémon cards is a troubling one for many school communities. [REDACTED] have been shocked at the impact that they have had in schools, and consider that they should be banned from playgrounds. [REDACTED], many children believe that use of these cards is beneficial rather than harmful, and therefore should be encouraged.

[REDACTED] are certain that Pokémon cards cause trouble and upset the harmony of recess and lunch breaks. They are considered attractive by children, so often lead to arguments, fights and even theft. No doubt older children are sometimes tempted to bully younger children over the cards, unfairly taking advantage of them. [REDACTED], many children waste their pocket money buying these cards, which are really only small pieces of coloured cardboard.

[REDACTED], [REDACTED] have the view that collecting Pokémon cards is beneficial. They are not really expensive overall, and the collection and organisation of the cards into folders and categories teaches the children important skills which will help them in their daily life. Hopefully, through trading these cards, children will learn important skills in communication rather than how to bully younger children.

[REDACTED], I believe that it seems reasonable to allow children to collect and trade Pokémon cards in order to learn important lessons in life.



Should Pokémon Cards Be Banned from Schools?

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Teachers and parents are certain that Pokémon cards cause trouble and upset the harmony of recess and lunch breaks. They are considered attractive by children, so often lead to arguments, fights and even theft. No doubt older children are sometimes tempted to bully younger children over the cards, unfairly taking advantage of them. Sadly, many children waste their pocket money buying these cards, which are really only small pieces of coloured cardboard.

On the other hand, many children have the view that collecting Pokémon cards is beneficial. They are not really expensive overall, and the collection and organisation of the cards into folders and categories teaches the children important skills which will help them in their daily life. Hopefully, through trading these cards, children will learn important skills in communication rather than how to bully younger children.

After considering both sides of the argument, I believe that it seems reasonable to allow children to collect and trade Pokémon cards in order to learn important lessons in life.



Week 5 - Friday

- * Learning Objectives
- * I can organise my ideas.
- * I can use emotive language.

Take away food

- * Brainstorm words



Is take away food a good option?

- * Discuss in partners – 3 reasons for and 3 reasons against.
- * Pick one word or phrase to repeat and get into a conscience alley.
- * What is your personal opinion.

Short burst writing.

- * Have a go at creating a discussion text.

Is Takeaway Food a Good Option?

Introduction

First idea and supporting evidence for the argument

Second idea and supporting evidence for the argument

First idea and supporting evidence against the argument

Second idea and supporting evidence against the argument

Conclusion

Week 6 Monday

- * Learning objectives
- * I can recognise and use a possessive apostrophe.

Possession

- * Do you own, control or have something?
- * If so, then you have possession.

‘Best Friends’ – Valerie Bloom

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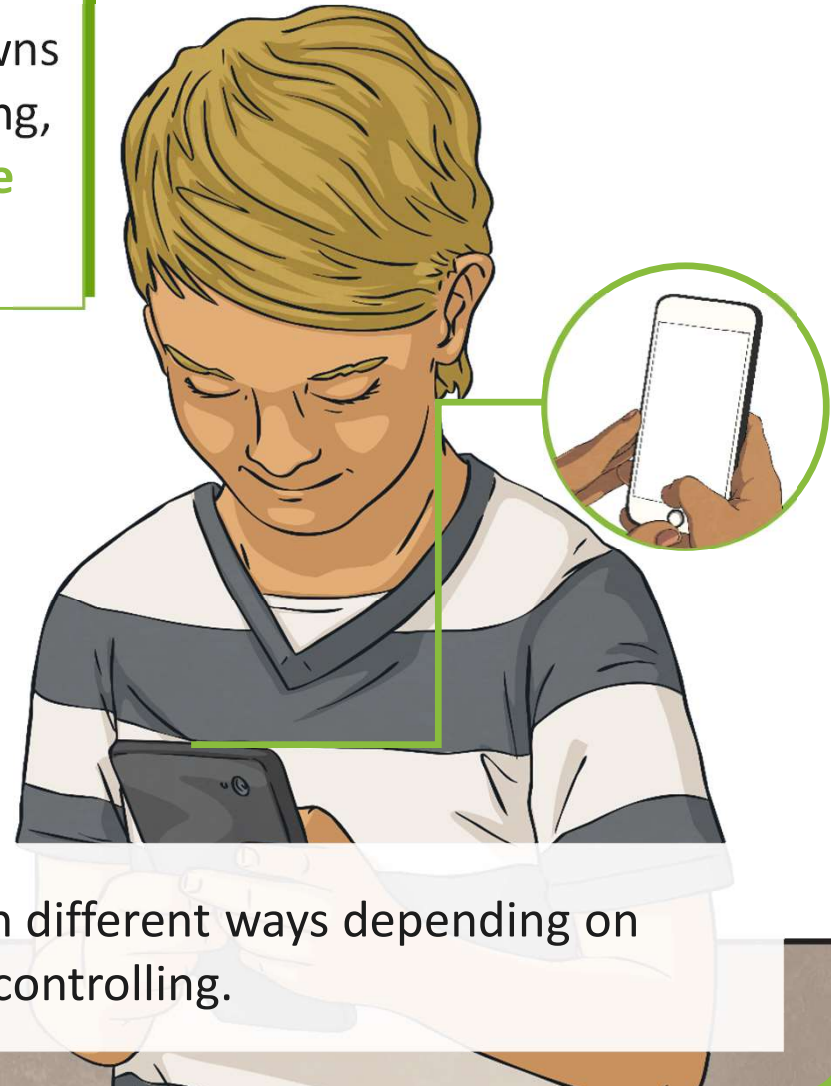
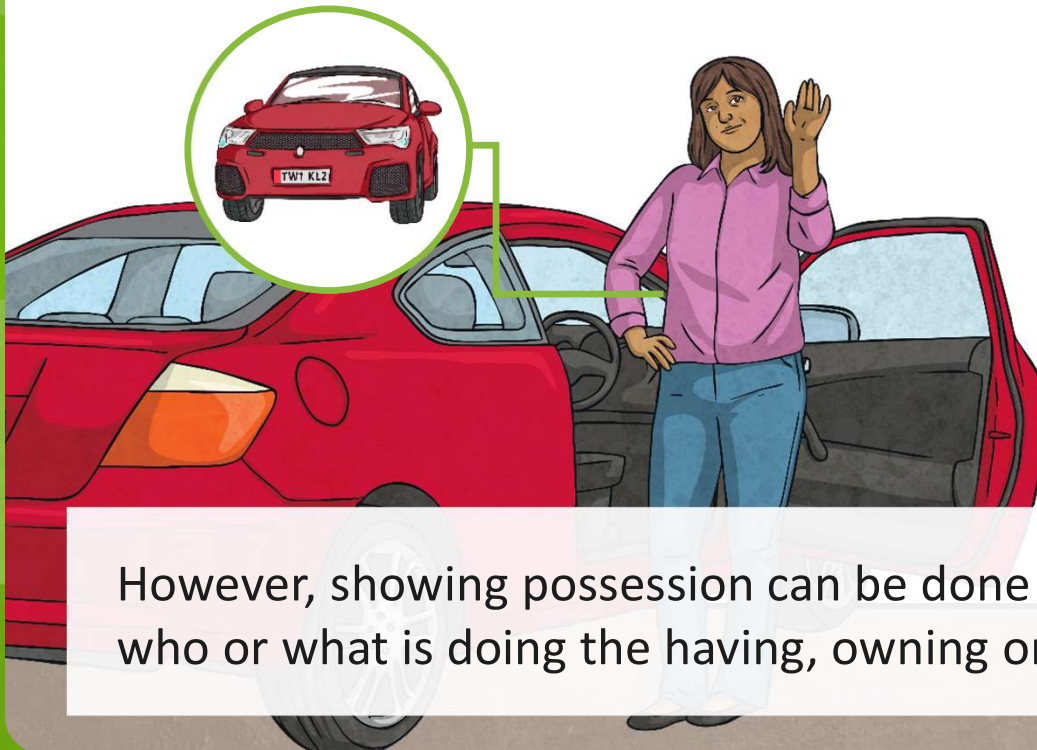
apostrophe ,

* Kelly's best friend rides horses with her.

What Is Possession?

Possession means that you **have**, **own** or **control** something.

If you want to show that someone has, owns or controls something when you are writing, you can use an **apostrophe** and, often, **the letter s**.



However, showing possession can be done in different ways depending on who or what is doing the having, owning or controlling.

Singular Possession

Singular possession means that **only one** person, animal or thing **has, owns or controls** something.

For example, if one girl owns a bike,
it is **the girl's bike**.

the car's door

The door belongs to one car.

an apple's pips

The pips belong to one apple.

Maya's backpack

The backpack belongs
only to Maya.

To show that something
belongs to a singular noun,
we usually add...

an apostrophe



followed by the letter 's'



Ending in an S

Sometimes, the singular nouns that **have**, **own** or **control** something are already words that end with the letter s.

To show that something belongs to a singular noun that already ends with an s, you should usually add...

an apostrophe



followed by another 's'



the class's teacher

The teacher belongs to one class.

the princess's dress

The dress belongs to one princess.

James's clothes

The clothes belong only to James.



Ending in an S: Exceptions

Sometimes, people choose not to use the extra s after the apostrophe to show possession.

This can be the case if the word is old or traditional, e.g.



Jesus'
miracles

This can be the case if the word would sound unusual if you added an extra s, e.g.



Andres'
uniform

This can be the case if it is a specific place who do not use the extra s in their own name, e.g.



St Thomas'
Hospital



Plural Possession

Plural possession means that **more than one** person, animal or thing **has, owns or controls** something.

For example, if two boys own one bike between them, it is **the boys' bike**.

the cars' lights

The lights belong to multiple cars.

two apples' juice

The juice belongs to both of the apples.

some teachers' lessons

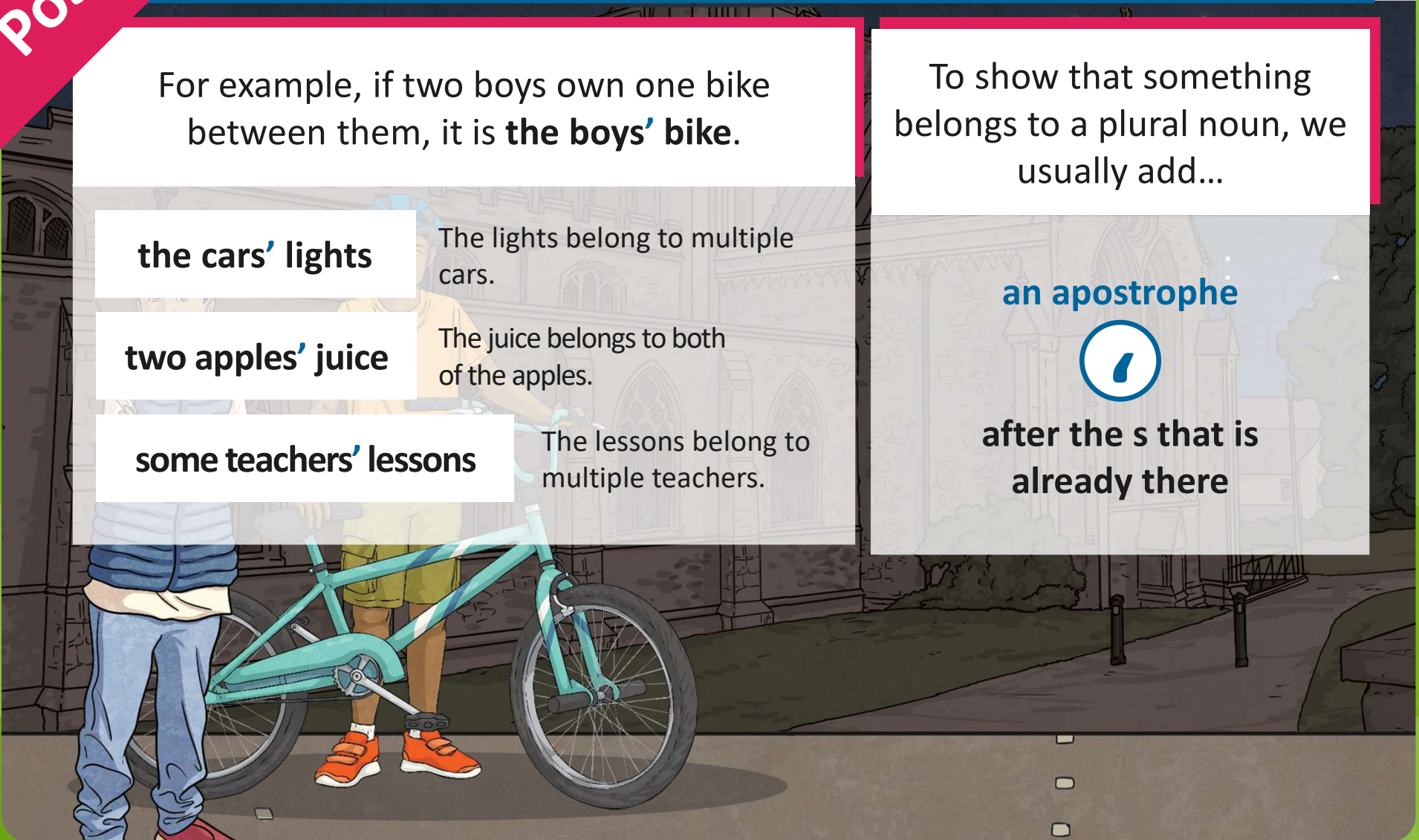
The lessons belong to multiple teachers.

To show that something belongs to a plural noun, we usually add...

an apostrophe



after the s that is already there



Irregular Plural Nouns

A plural noun is irregular when it changes its spelling to show that there is more than one.

a **child**



the **children**

one **foot**



two **feet**

Sometimes, the spelling of a plural noun might be the same as the singular form, e.g.

one **sheep**



two **sheep**

a **samurai**



the **samurai**

To show that something belongs to an irregular plural noun, you usually add...

an **apostrophe**



followed by the letter **s**



lots of mice'**s** whiskers

The whiskers belong to multiple mice.

the teeth'**s** enamel

The enamel belongs to many teeth.

Plural Possession

Here are some examples of plural possession...



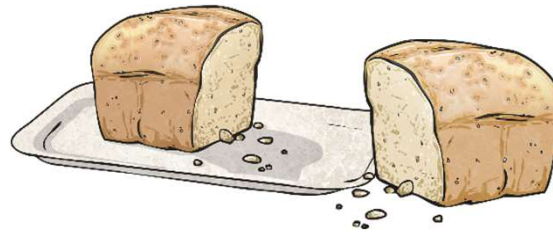
Two of the

volcanoes'

summits are visible in
the photo.

Reveal Answer

Reveal All Answers



The **loaves'** glaze
is so shiny.

Reveal Answer



The **ponies'** diet is
mostly grass.

Reveal Answer



The **houses'** chimneys
are all made from brick.

Reveal Answer



The **boys'** costumes
attracted a lot of attention.

Reveal Answer

Possession

When do **cats** need an apostrophe?



The word 'hats' does not have the letter s. Is there more than one cat? **yes** **no**

Is the next word something that belongs to the cats?

no

Is the next word something that belongs to the cat?

yes

No apostrophe needed!

yes

Apostrophe needed after the letter s.

e.g. The cats' hats were very cool in the 1920s.

Apostrophe needed before the letter s.

e.g. The cat's hats were very cool in the 1920s.

Questions

Which sentence shows the apostrophe put into the correct place to show possession?

a

Along the street, the **houses'** chimneys were painted all different colours.

b

Along the street, the **house's** chimneys were painted all different colours.

c

Along the street, the houses **chimney's** were painted all different colours.

Reveal Answer



Questions

Which sentence shows the apostrophe put into the correct place to show possession?

a

The **heroe's** medals were presented at the ceremony.

b

The **heroes'** medals were presented at the ceremony.

c

The heroes **medal's** were presented at the ceremony.

Reveal Answer



Questions

Which sentence shows the apostrophe put into the correct place to show possession?

a

The **dog's** tails wagged as they waited for him to throw the ball.

b

The **dogs'** tails wagged as they waited for him to throw the ball.

c

The dogs **tail's** wagged as they waited for him to throw the ball.

Reveal Answer



Questions

Which sentence shows the apostrophe put into the correct place to show possession?

a

Amy cleaned out the **ponies'** stables.

b

Amy cleaned out the **ponie's** stables.

c

Amy cleaned out the **ponies** stable's.

Reveal Answer



Week 6 Tuesday

* Learning Objectives

(Shared writing)

I can create a discussion text with a partner.

Pirates – Valerie Bloom

The night was as dark as an ink well,
For the moon had gone visiting elsewhere,
But by the scuffling sounds around me,
I knew there was someone there.
By the grunt and the groan and the muffled shout,
I knew there was someone else about.
I knew he had come here to rob me,
Take my silver, my jewels and gold,
In the dark I had the advantage,
It was as if he had a blindfold,
But I was fine, knew the lay of the land,
Each bit as familiar as the back of my hand.
He was caught in the second trap I'd set,
I heard him yelp with pain,
But he was getting closer,
And I reached for my weapon again,
I was willing to die for what was mine,
ready to strike if he crossed the line.
So I stood there over my treasure,
On the X which marked the spot,
Then suddenly he was behind me,
My stomach twisted into a knot.
Then Dad came in, turned on the light,
Said, 'Time to stop playing. Sleep well. Good night.'

Should children be allowed to stay up as late as they wish playing games?

- * Think of 3 reasons for and 3 reasons against.
- * Use the model text to write a discussion text in pairs or in triads.
- * Read them out at the end and take a vote on who gave the most balanced argument.

Week 6 Wednesday

- * Learning objectives

I can plan and write a discussion text.

Plan carefully... think about your success criteria.

<u>Discussion Expectations Y3</u>	<u>National Curriculum Writing Expectations Y3</u>
Use addition conjunctions	Know what a prefix and a suffix are.
Use contrast conjunctions	Spell commonly misspelled words.
Use conclusion conjunctions	Use the possessive apostrophe.
Use generalisers	Check words in a dictionary.
Use words to introduce opinions	Draft the work I am planning to complete orally and on paper.
Paragraph 1 - What is being discussed and why does it matter? Paragraph 2 - Reasons for Paragraph 3 - Reasons against Paragraph 4 - State what you think is right and give reasons	Evaluate and edit my work, checking for spelling and vocabulary errors.
	Write in cursive handwriting smoothly and legibly.
	Write sentences that have more than one clause.
	Use a variety of conjunctions like when, if, because, although.
	Use the present perfect form of verbs.
	Use adverbs, conjunctions and prepositions to express time and cause.
	Use fronted adverbials.
	Punctuate direct speech.
	Use the correct nouns and pronouns.
	Use appropriate and correct determiners

Week 6 Thursday

- * Learning Objectives

I can edit and improve my writing based on feedback.

Week 6 Friday

Learning Objectives

I can present my work appropriately for my audience.

I can read aloud my work with correct tone and expression to support understanding.

Using computers for effect.

* **LARGE** use font size to express key words.

- * Use colours to express emotions like **anger**
- * Have pictures that give balance to emotion e.g. show how zoos can be good or bad with two different pictures

