

Year 3: Literacy Week 3 Day 1

L1: To write a persuasive letter.

Success Criteria:

I can introduce my letter

I can structure my writing sentence by sentence

I can summarise my main points

I can choose appropriate words to make my argument sound more convincing

Watch this video link on persuasive writing features:

<https://www.youtube.com/watch?v=hD9arWXIddM>

Persuasive Writing

Introductions

I think...
 For this reason...
 I feel that...
 I am sure that...
 It is certain...
 I am writing to...
 Of course...
 In the same way...
 On the other hand...
 In this situation...

Making your point

Firstly, secondly, thirdly...
 Furthermore...
 In addition...
 Also...
 Finally...
 Likewise...
 Besides...
 Again...
 Moreover...
 Similarly...
 Surely...
 Certainly...
 Specifically...
 If...then...
 because...

Details

For example...
 In fact...
 For instance...
 As evidence...
 In support of this...
Endings
 For these reasons...
 As you can see...
 In other words...
 On the whole...
 In short...
 Without a doubt...
 In brief...
 Undoubtedly...

Other Words

reasons
 arguments
 for
 against
 unfair
 pros
 cons



Task: To write a letter to Miss Trunchbull persuading her not put children in the chokey.

Dear Miss Trunchbull,

I am writing this letter to you...

Year 3: Literacy Week 3 Day 2

L.I. To draw inferences about characters in a text.

Success Criteria:

I can pick out clues about characters from a text.

I can use these clues to make guesses about the characters.

I can experiment with adjectives.

Task:

Create a character profile for Miss Trunchbull describing her personality and appearance. Include her talent (hammer throwing) and describe her relationships with students, parents, and Miss Honey. Read chapter 8 'The Trunchbull'



cruel athletic menacing hard-faced
beastly arrogant heartless fierce
unapproachable selfish thick arms
gigantic powerful legs nasty monster

Year 3: Literacy Week 3 Day 3

L.I. To identify and use words that creates a setting.

Success Criteria:

I can discuss words and phrases that capture the reader's imagination.

I can use a range of appropriate adjectives for impact.

I can use a range of appropriate adverbs.

I can use a mixture of simple and complex sentences.



Key vocabulary

busy overcrowded noisy screaming
 enormous bustling bright swiftly
 cheerfully energetically carelessly

Task: To describe a school playground

Sentence starters:

As I stood in the middle of...

In the distance, there were...

Fresh air was upon us...

As I cautiously moved through the overcrowded playground...

Challenge

Can you include-

Verbs: How they play? (do they shuffle, stride, skip etc.)

Adverbs: How are the children moving around? (confidently, cautiously, briskly etc.)

Similes: comparing two things using *like* or *as* (*the energetic boys ran around the playground as fast as a cheetah*)

Year 3: Literacy Week 3 Day 4

LI: To create a mood through language.

Success criteria:

I can use inverted commas to mark speech.

I can use different synonyms for said.

I can use a range of adverbs in my writing.

Task:

Read chapter 10 'Throwing the hammer'

Write a dialogue between Matilda, Lavender and Hortensia showing how their mood changes.

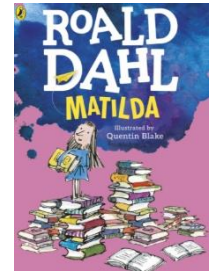


What might Hortensia be saying to Matilda and Lavender?

How might the girls reply?

How could you show their mood when you record this?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



Year 3: Literacy Week 3 Day 5

L1: To write a narrative.

Success Criteria:

I can create a character and a setting in a narrative.

I can sequence ideas and information logically e.g., by using fronted adverbials.

I can experiment with adjectives to create impact.

You are going to write your own story based on Matilda by Roald Dahl.

1. Your first task is to create a word bank of powerful vocabulary that you can use in your story. You can also select words from the text.

Key vocabulary

2. Now your main task.

Write your own story about a young girl or boy who has magical powers.

Remember to plan out your ideas and include a beginning, middle and an end to your story. Also remember to think, say, write and check each sentence.

Story Checklist

Does my story have:

<i>capital letters</i> to start sentences?	
<i>full stops</i> to end sentences?	
characters?	
a setting?	
strong verbs?	
what the characters, see, hear, smell, touch or feel?	
an exciting part or a problem	
an ending where the problem is solved?	
different words to start sentences?	
speech marks for words spoken	