English Mastery

Unit Plan

Year 3 Writing Unit 1: *Setting Description*

Unit Context and Written Outcomes

This half-term, pupils will write 2 extended pieces: a setting description and a character description. Both are linked to the class text, The BFG, by Roald sort Dahl.

In Unit 1, pupils write setting descriptions, after establishing an understanding of the purpose of story openings within 5-part narratives. They will learn how to write setting descriptions that build atmosphere in a similar way to Roald Dahl's writing in the opening of The BFG, through detailed description of what can be seen, heard, felt, smelt and tasted, and some hints about the type of story this could develop into. The model text is based on a beach setting, but pupils will be given 3 familiar settings to choose from in their own writing.

As this is the first unit in Year 3, there is not a pre-unit quiz. However, a post-unit quiz has been provided for pupils to complete at the end of the unit, to see how much knowledge they have retained.

In Unit 2, pupils will build on this, learning how to write effective character descriptions.

Text Type – *Setting description:* *A third person description of a setting, to set the scene for a narrative*	**Purpose - *To entertain:*** *To describe the setting so that the reader can picture it in their minds*

Specific Features for this Text Type

Description of what can be **seen**	• *gentle white waves lapped onto the beach* • *fishing nets lay drying in the warm sun* • *tiny sailboat bobbing up and down on the3 horizon* • *the ocean stretched out in front of the beach* • *long wooden pier* • *at the end of the pier, a rusty telescope stood*
Description of what can be **heard**	• *the cries of distant seagulls*
Description of what can be **felt**	• *a fresh, salty breeze* • *warm sun* • *sun-warmed pebbles*
Description of what can be **smelt** and/or **tasted**	• *a fresh, salty breeze* • *the smell of the ocean*

Grammar and Punctuation

Adjectives to describe nouns **Expanded noun phrases**	***Examples:*** • *fresh, salty breeze* • *distant seagulls* • *gentle white waves* • *smooth, sun-warmed pebbles* • *vast area* • *turquoise water* • *tiny sailboat* • *colourful fishing boats* • *rickety old planks* • *rusty telescope* • *faraway places* • *unseen energy* • *hidden coves*

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Description of the **atmosphere**	• *The air buzzed with an unseen energy, a feeling of excitement that hinted at hidden coves, secret passageways, and maybe even buried treasure.*
Past tense to describe a scene in the past	• *swept* • *lapped* • *stretched* • *sat* • *lay* • *stood* • *promised*
Hints of the story to come, to establish the genre and intrigue the reader	• *At the end of the pier, a rusty telescope stood patiently, promising a view of faraway places.* • *The air buzzed with an unseen energy, a feeling of excitement that hinted at hidden coves, secret passageways, and maybe even buried treasure.* • *This wasn't just a beach - it was an entrance to adventure, waiting for someone brave to explore.*

	• *secret passageways* • *buried treasure*
Powerful verbs to show how nouns move in the setting	• *swept* • *carrying* • *lapped* • *stretched* • *bobbing* • *reached* • *stood* • *hinted* • *promising* • *buzzed* • *waiting*
Adverbs to add detail to verbs	• *peacefully* • *patiently* • *gently*
Prepositions *(& some prepositional phrases)* to describe the position of nouns in relation to one another	• *through* • *onto* • *out* • *in front of* • *up and down* • *out into* • *at the end of the pier* • *closer to the shore*
Commas to separate adjectives in an expanded noun phrase	• *smooth, sun-warmed pebbles* • *fresh, salty breeze*

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National Curriculum Links

The Y3 objectives covered from the National Curriculum programme of study are:

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, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings

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
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, controlling the tone and volume so that the meaning is clear

National Curriculum Grammar Objectives (exemplified in the model text):

Word
- The use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Sentence
- Expressing time, place and cause using adverbs and prepositions

Text
- Introduction to paragraphs as a way to group related material

Year 3/4 words from the National Curriculum word lists (used in the model text):

- through
- straight
- promise(ing)
- forward

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Unit Outcome: *In this unit we are learning how to write a setting description.*

Lesson	Outcome
1	Explain what fiction means.
2	Understand the order and purpose of the five parts of a narrative.
3	Analyse the purpose and features of a story opening.
4	Analyse and compare the features of setting descriptions.
5	Practise creating expanded noun phrases.
6	Practise using prepositions to add detail.
7	Practise using verbs and adverbs to create atmosphere.
8	Plan a setting description.
9	Draft a setting description.
10	Review and revise writing.
11	Edit writing for accuracy.
12	Publish writing.

Note: There is a post-unit quiz for pupils to complete at the end of the 12 lessons, to see how much knowledge has been retained over the course of the unit.

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Writing Stage	Lesson Outcome	Key Knowledge *What pupils need to <u>know</u> by the end of the lesson*	Key Vocabulary	Show/Do *What do pupils need to be able to <u>do</u> by the end of the lesson?*	*What exit ticket questions will the pupils be required to answer by the end of the lesson?*
Immerse	**Lesson 1:** *In this lesson we are explaining what fiction means.*	1. **Fiction** is not real. It is untrue. 2. Types of fiction include stories, plays and poems. 3. **Non-fiction** is real. It gives us true facts and information. 4. Types of non-fiction include information books and newspapers. 5. Stories are written from an author's **imagination**. 6. There are lots of different types (or '**genres**') of fiction writing, such as fairy stories, scary stories and adventure stories.	• fiction • non-fiction • imagination • genre	• Identify & sort fiction and non-fiction text types. • Write a short summary to explain what fiction means.	**True or False?** 1. Fiction is not real. It is untrue. ***(True)*** 2. Non-fiction is not real. It is untrue. ***(False)*** 3. Stories are an example of non-fiction. ***(False)*** **4.** Newspapers are an example of non-fiction. ***(True)***
Immerse	**Lesson 2** *In this lesson we are ordering the five parts of a story*	1. Stories usually have five parts: the **opening**, the **build-up**, the **problem**, the **resolution** & the **ending.** 2. The **opening** starts the story, introducing the setting & characters. 3. The **build-up** comes next, developing the characters and introducing a problem they will face. 4. The **problem** is when characters face a challenge. 5. The **resolution** is when the problem is solved. 6. The **ending** finishes the story.	• opening • build-up • problem • resolution • ending	• Order the names of the five story-parts on a story mountain • Match the name of the story-part to its definition • Order a familiar story against the 5-part structure	**Multiple Choice Qs:** 1. What comes in between the opening and the problem? b*uild-up, resolution, ending* [build-up] 2. At which point of the story do the characters face the challenge? o*pening, build-up, problem* [problem] 3. Which part of the story introduces the setting and characters? o*pening, build-up, problem, resolution, ending* [opening] 4. What comes at the end of a story? b*uild-up, ending, opening* [ending]
Analyse	**Lesson 3** *In this lesson we are analysing the purpose and features of a story opening*	1. The opening starts a story 2. The **purpose** of a story's opening is to **engage** and **entertain** the reader 3. Openings usually introduce the **setting** and mood 4. The setting is where a story takes place 5. We can use a story opening to predict the genre and plot of a story	• purpose • entertain • setting	• Match the titles & openings of familiar stories • Read a model story opening • Use the story opening to suggest the genre and predict the plot • Read story openings and record initial responses/predictions	**True or False?** 1. Story openings usually introduce the setting ***(True)*** 2. The purpose of a story's opening is to engage and entertain the reader ***(True)*** 3. We can use the information in a story opening to predict what might happen in the story ***(True)*** 4. The setting refers to the characters in the story ***(False)***

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Analyse	**Lesson 4** *In this lesson we are analysing and comparing the features of setting descriptions*	1. The **setting** is where and when the story takes place 2. A **description** helps the reader to imagine the setting 3. **Adjectives** add detail to **nouns** 4. Powerful **verbs** give detail about the movements in a setting	• setting • description • adjective • noun • verb	• Compare examples of effective and ineffective setting descriptions • Identify language that makes the setting descriptions effective (nouns, adjectives, verbs) • Record summary of analysis in a paragraph, embedding key vocabulary used today	**True or False?** 1. A setting description helps the reader to imagine the characters. ***(False** – imagine setting)* 2. A setting is who and why the story takes place. ***(False** – when & where)* 3. Verbs show how things move in the setting. ***(True)*** 4. Adjectives describe the nouns. ***(True)***
Instruct	**Lesson 5** *In this lesson we are creating expanded noun phrases to describe a setting*	1. **Nouns** are the things, places or people *(or feelings and qualities).* 2. **Adjectives describe** the nouns. 3. An **expanded noun phrase** puts one or more adjective in front of a noun to describe it. 4. Commas separate adjectives listed in an expanded noun phrase.	• describe • noun • adjective • expanded noun phrase	• Identify the nouns and adjectives in a setting description • Sort nouns and adjectives • Build expanded noun phrases by selecting appropriate adjectives to describe the nouns in a setting • Write an expanded noun phrase for each of the 5 senses	**Multiple Choice Qs:** 1. Which word has been highlighted in this expanded noun phrase? '**colourful** fishing boats' a) noun b) adjective ***(correct)*** c) verb 2. Which word has been highlighted in this expanded noun phrase? 'beautiful **clouds**' a) noun ***(correct)*** b) adjective c) verb 3. Which 3 senses have been used in this descriptive sentence? 'The warm breeze carried the scent of the ocean and the cries of seagulls.' a) sight b) smell ***(correct)*** c) hearing ***(correct)*** d) taste e) touch ***(correct)***

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Instruct	**Lesson 6** *In this lesson we are using prepositions to add detail to a setting description.*	1. **Prepositions** describe where things are in a setting. 2. A **prepositional phrase** uses more than one word to describe where something is. 3. A **noun** or noun **phrase** usually comes after a preposition to create a prepositional phrase. 4. A prepositional phrase can be used in anywhere in a sentence.	• noun • preposition • phrase • prepositional phrase	• Sort nouns and prepositions • Identify prepositions and prepositional phrases in a setting description (the model text) • Match prepositional phrases to their meanings • Use prepositional phrases to verbally describe nouns in relation to one another • Write sentences that include a prepositional phrase	**True or false?** 1. The word **'into'** is a preposition. ***(True)*** 2. A preposition describes the position of a noun in the setting. ***(True)*** 3. A prepositional phrase contains just one word. ***(False)*** 4. A prepositional phrase *must* go at the beginning of a sentence. ***(False)***
Instruct	**Lesson 7** *In this lesson we are using verbs and adverbs to create atmosphere.*	1. **Verbs** show what the nouns in the setting are doing. 2. **Adverbs** describe the verbs in more detail. 3. Verbs and adverbs help the reader **experience** the **atmosphere** of the setting.	• verb • adverb • experience • atmosphere	• Sort verbs and nouns • Identify verbs and adverbs in a setting description (the model text) • Match adverbs with opposite meanings • Explain how the verbs & adverbs help to create the mood • Use verbs & adverbs to create an intended atmosphere/mood	**True or false?** 1. The word '**crashing'** is a verb. ***(True)*** 2. An adverb adds detail to a verb. ***(True)*** 3. The word '**beautiful'** is an adverb. ***(False** - *adjective)*** ***4.*** Changing the verb or adverb can change the mood of the story. ***(True)***

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Plan	**Lesson 8** *In this lesson we are planning what to write in our setting descriptions*	1. A writing **plan** helps to organise and develop ideas. 2. The **audience** and **purpose** should be decided before writing begins 3. A **toolkit** lists the features to include in our writing 4. A **word bank** is a collection of useful words we could use in our writing 5. Writing is most successful when we orally **rehearse** before writing	• plan • audience • purpose • toolkit • word bank • rehearse	• Decide on the intended audience and purpose • Help to produce a class toolkit using the features we have learnt about • Contribute ideas for a class word bank • Plan what each sentence will describe and list words to use, in fitting with the genre • Orally rehearse each sentence	**True or false?** 1. Writing a plan helps to organise our ideas before we start writing. ***(True)*** 2. It is not helpful to decide the mood of the story before we start writing it. ***(False)*** 3. A toolkit is a collection of useful words we could use in our writing. ***(False)*** 4. Rehearsing sentences out loud helps us to develop our ideas before we write them down. ***(True)***
Write	**Lesson 9** *In this lesson we are drafting our setting descriptions*	1. The purpose of this **setting description** is to **engage** the reader. 2. Setting descriptions usually use the five senses to help the reader **visualise** every part of the setting. 3. Setting descriptions usually include expanded noun phrases, powerful verbs, prepositions and adverbs. 4. A **first draft** is the first attempt at writing, using our plan. 5. Writing is most successful when we orally rehearse before writing.	• setting description • engage • visualise • first draft	• Match the features on the class 'setting description' toolkit to their intended impact on the reader • Use yesterday's plan to orally rehearse each sentence • Write and check each sentence carefully • Read the setting description in full to check for sense	**Multiple choice Qs:** 1. Story openings often include a setting description to: **a) engage the reader** b) introduce the characters c) make the reader laugh 2. If the reader can 'visualise' the setting, they can... a) recognise the setting from another story **b) picture the setting in their mind** c) ask questions about the setting 3. The first time we attempt to turn our plan into a setting description, it is called a: **a) first draft** b) first setting c) first plan

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Review	**Lesson 10** *In this lesson we are reviewing and revising our setting descriptions.*	1. Writers review and **revise** their writing to **improve** it 2. The reader uses our chosen words to **visualise** the setting 3. Revising our word choices can improve the **impact** on the audience *(adjectives, verbs, adverbs & prepositions)* 4. Peer feedback can help us to review the impact of our writing and decide how to revise it	• revise • improve • visualise • impact	• Review how well an opening has met the desired purpose • Suggest revisions to someone else's writing • Read own opening aloud to a partner to review its impact together • Make revisions to own story opening based on peer-feedback	**True or false?** 1. Writers review and revise their first draft to make it even worse. ***(False)*** 2. Our words help the reader to imagine the setting. ***(True)*** 3. We can ask others (peers) to help us review the impact of our writing. ***(True)*** 4. Revising our word choices does not change the impact on the reader. ***(False)***
Edit	**Lesson 11** *In this lesson we are **editing** our writing for accuracy.*	1. Writing needs to be **accurate** for the audience to understand it 2. Reading writing aloud makes it easier to spot and correct any **errors** 3. Every sentence needs to start with a **capital letter** and end with a **full stop** *(or exclamation/ question mark)* 4. There should be no missing words	• accurate • capital letter • full stop • error • edit	• 'Error hunt' to spot the mistakes in a setting description that is not their own • 'Error hunt' to spot and correct the mistakes in their own writing (with a partner)	**True or false?** 1. Reading writing aloud makes it easier to spot errors. ***(True)*** 2. We do not need to edit errors when we spot them. ***(False)*** 3. The reader will understand our writing, even if there are words missing. ***(False)*** **Task:** Correct the mistakes in these sentences: 1. the beach was empty. ***capital letter and full stop needed*** 2. There small boats on the water. ***missing word: are/ were***

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Publish	**Lesson 12** *In this lesson we are publishing our setting descriptions.*	1. Our writing needs to be **clear** so that others can read it 2. Reading each word carefully helps us to **publish** accurately 3. The lines on our paper are a guide for our **handwriting** 4. **Letters** need to be of a similar size to make our writing easy to read 5. **Finger spaces** separate words so that they can be read accurately	• clear • handwriting • publish • letters • finger spaces	• Practise neat handwriting, focusing on the size and position of letters in relation to the lines in our books • Practise using appropriately-sized finger spaces to separate words • Copy out edited setting description neatly • Proof-read published piece to check it can be read clearly	**Multiple Choice Qs:** 1. Where do finger spaces go? a) between letters b) **between words** c) between books 2. How do lines help us with our handwriting? a) they help us know where to draw the pictures **b) they help us keep our letters to a similar size** c) they help us know where to finish a sentence 3. Why do we publish our writing? **a) to make it easy to read** b) to make it look nice c) to help us spot errors 4. Why do we edit *before* publishing? **a) to make sure there are no errors in our published writing** b) to make our writing longer c) to make our handwriting neater
Assess	**Use the post-unit quiz to assess how much knowledge has been retained from the unit and whether or not pupils need some concepts revisiting or reteaching.**				

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