

Year 3 Literacy w/c: 12-10-20

Monday - Last Friday, the children were introduced to the story 'The Firework Maker's Daughter' via the first lesson from the Oaks National Academy website. Today is the second lesson which follows on from this. Tuesday-Thursday will cover the remaining 3 lessons based on this book.

Please click the link to access the lesson:

<https://classroom.thenational.academy/lessons/to-answer-questions-on-the-text-orally-and-in-written-form-c5jk6d> In this lesson, children will answer questions about the text.

Tuesday - Please click the following link to access Lesson 3 based on 'The Firework Maker's Daughter': <https://classroom.thenational.academy/lessons/to-analyse-a-character-6wv3gd> In this lesson children will analyse a character.

Wednesday - Please click the following link to access Lesson 4 based on 'The Firework Maker's Daughter': <https://classroom.thenational.academy/lessons/to-explore-one-of-the-main-themes-6dk30d> In this lesson, the children will be thinking about one of the main themes of the book.

Thursday - Please click the following link to access Lesson 5 based on 'The Firework Maker's Daughter': <https://classroom.thenational.academy/lessons/to-explore-genre-6rr32t>

Friday - *This lesson is linked to our class text, 'Counting on Katherine'. A video with a reading of this text can be found by clicking on this link:*

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

Read the next two pages from 'A few years later...' to '...safely return to Earth.'

Pupils study the picture and imagine what it would feel like to be Katherine walking into that office for the first time. They should consider her reaction as well as the reaction of the other women in the room.



Recap how to write an expanded noun phrase by adding description before or after the noun. Using the images from the book, model a range so pupils can see that a noun phrase can be more than just an adjective before the noun.

e.g.

the lady in the pink dress

the grey typewriter

the writing on the board

Pupils have a go in pairs at creating a few based on what Katherine could see.

Pupils consider what the other characters in the office are doing (*e.g. folding, typing, sorting, filing*). Model making these into a sentence using the progressive form of the verb. Remind pupils how to write the past progressive form of the verb by taking the past tense form of the verb 'to be' and combining it with a verb ending in 'ing.' Compare this with the regular past tense.

e.g.

The lady in the red dress was scribbling with her fountain pen. (The lady scribbled.)

The friendly women were walking to their desks. (The women walked.)

The secretary with the files was searching through the drawer. (The secretary searched.)

Show how to pull these sentences together into a short paragraph to describe what Katherine would have seen or heard on her first day at the office. They should continue to describe the scene using expanded noun phrases and the past progressive tense.

Encourage pupils to use the Y2 common exception words and words from the developing vocabulary bank in their own writing.



Pupils write a short setting description of what is happening in Katherine's new office from her perspective as she enters the room.

Ensure pupils have time to edit and proofread their work, focusing on the *Mastery keys*. They should focus particularly on the accuracy of their verb forms.

The children should use their knowledge from previous lessons on the progressive form(s) of verbs to help them.

For past tense progressive forms, children should use was/were then a verb +ing, ie. She was filing... They were sorting...