



## TSS Primary English MTP 2023-2024 Year 3 Block 3 – Explanation Texts

Entry Point (Hook)		Exit Point (Writing Outcome)
Examine a range of non-fiction texts from library (Can link to science targets) to identify differences in style and layout.		Create a research booklet on their favourite animal.
Key Vocabulary		Key Targets and Learning Objectives: Text Structure
Diagram Glossary Heading Sub-heading Paragraph Paraphrasing	Bullet points Present tense Adverbs Colon	<p><b>Reading:</b></p> <p><b>3Rs.02</b> Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <p><b>3Ri.04</b> Read and explore a range of non-fiction text types.</p> <p><b>3Ri.07</b> Identify the main points or gist from reading a text.</p> <p><b>3Ri.13</b> Begin to distinguish between fact and opinion in texts.</p> <p><b>3Ri.14</b> Scan a text to find and use specific information to answer a question.</p> <p><b>3Ri.15</b> Locate relevant information in texts, including using an index.</p> <p><b>3Rs.03</b> Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.</p> <p><b>Writing:</b></p> <p><b>3Wc.05</b> Develop writing for a purpose using language and features appropriate for a range of text types.</p> <p>Include a range of sentence types to add variety and interest.</p> <p>Feature should include:</p> <ul style="list-style-type: none"><li>• <b>Introduction</b><ul style="list-style-type: none"><li>○ Use an appropriate heading for the theme of the writing piece.</li><li>○ Begin with a 'hook', such as a question, to engage reader to read further.</li><li>○ Contains a topic sentence that introduces factual discussion</li></ul></li><li>• <b>Middle Section(s)</b><ul style="list-style-type: none"><li>○ Use paragraphs to group related ideas/facts into sections <b>(3Ws.01/02)</b></li><li>○ Label paragraphs with subheadings</li><li>○ Include a diagram to clarify a piece of information <b>(3Wp.02)</b></li><li>○ Understand and begin to introduce complex sentences with because, so or if.</li></ul></li></ul>



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		<ul style="list-style-type: none"> <li>• Add 'until' and 'before' to the range of connectives that students can use to link ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including:             <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Time</li> <li>▪ Ending</li> </ul> </li> <li>• <b>Ending</b> <ul style="list-style-type: none"> <li>○ Make final comments to reader, such extra tips, 'did you know?' facts, or questions encourage further reflection (e.g. 'If X happened, what do you think would happen to this animal?')</li> <li>○ Create a bullet pointed list of facts about their chosen animal</li> <li>• Create a glossary of specific information support own understanding and to aid readers (3Wv.07)</li> </ul> </li> </ul>
<b>Key Targets and Learning Objectives: Word Structure/Language</b>		<b>Key Targets and Learning Objectives: Sentence Construction</b>
<p>Use generalisers to qualify information, e.g most dogs, some cats</p> <p>Use adverbs (ordinal and time) to show steps or stages in information: firstly, secondly, later</p> <p>Use In/At/On to describe a time or location.</p>		<p>Be able to write sentences using present tense structures to reflect that the information contained within is habitual or continues to be true (e.g. Cats are nocturnal).</p> <p>Use a range of sentence types: statement, question, exclamations, commands.</p> <p>Connectives: Because..., So..., If... (as sentence starters), even though, until, before (or other preposition)</p> <p>Use headings and sub-headings to identify information types.</p>
<b>Key Targets and Learning Objectives: Punctuation</b>		<b>Key Targets and Learning Objectives: Speaking &amp; Listening</b>
<p>Use correct ending marks with different sentence type.</p> <p>Use bullet points to better organise information.</p> <p>Write a colon : before introducing a list.</p> <p>Use an apostrophes for possession</p>		<p>Show logical progression when giving information.</p> <p><b>3SLm.03</b> Use vocabulary appropriate to the situation.</p> <p><b>3SLs.01</b> Listen and respond appropriately, including following a sequence of instructions to carry out an activity.</p> <p><b>3SLs.02</b> Ask questions about what is heard or read that demonstrate understanding of the main points.</p> <p><b>3SLg.03</b> Extend a discussion by contributing relevant comments.</p>