

Stone Age Boy: Narrative: English : Year 3

| | Learning Objective | Overview | Assessment Questions | Resources |
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| Lesson 1 | To become familiar with the story | In this lesson, children will first try to predict what the story might be about by analysing the front cover, some key words and phrases from the text, and the blurb. They will then read the book together as a class, and in their independent activities, show their knowledge of the text by ordering story strips. | <ul style="list-style-type: none"> Can children predict what might happen in the book based on the cover, blurb and key vocabulary from the text? Can children order the main events in the book successfully? Can children orally retell the main events of the book? | <ul style="list-style-type: none"> Slides 'Stone Age Boy' by Satoshi Kitamura (not supplied) Story Strips 1A/1B/1C Roll & Retell Dice (FSD? activity only) Roll & Retell Sheet (FSD? activity only) |
| Lesson 2 | To use your knowledge and understanding of the text to answer questions | After discussing the events of 'Stone Age Boy' and then re-reading the book again as a class, children answer some multiple choice questions together. In their independent activities, their knowledge and understanding of the book is further tested with differentiated comprehension questions. In the FSD? activity, children are challenged to go on a question 'hunt'. | <ul style="list-style-type: none"> Can children recall the main events of the book? Can children use their knowledge and understanding of the text to answer questions? Can children explain and justify their answers with reference to the text? | <ul style="list-style-type: none"> Slides 'Stone Age Boy' by Satoshi Kitamura (not provided) Worksheet 2A/2B/2C Question Hunt Strips Set A/B/C (FSD? activity only) Q&A Sheet (FSD? activity only) |
| Lesson 3 | To know how to use direct speech | Now that they are familiar with the text, children will focus on the characters, and imagine what Om and the boy might say to each other if they spoke the same language. As a class, they will look at where inverted commas, capital letters, commas and closing punctuation need to go in different sentences involving speech. In their independent activities, children add speech punctuation to given sentences, or in the alternative activity, they work in pairs to write a short conversation between Om and the boy. | <ul style="list-style-type: none"> Do children know what direct speech punctuation is? Can children identify and position direct speech punctuation correctly in a sentence? Can children include direct speech punctuation in their own writing? | <ul style="list-style-type: none"> Slides 'Stone Age Boy' by Satoshi Kitamura Direct Speech Help Sheet Speech Strips Blank Speech Strips Worksheet 3A/3B Speech Bubble Conversation Cards Conversation Challenge Sheet (FSD? activity only) |
| Lesson 4 | To know how to use descriptive language | In this lesson, children will explore descriptive language, and some of the word classes used in description: adjectives, verbs, adverbs and prepositions. Children will discuss and identify each type of word in given sentences, before applying this knowledge in their independent activities, when they are challenged to write descriptions of settings similar to those in 'Stone Age Boy'. | <ul style="list-style-type: none"> Do children know some of the word classes using in descriptive writing? Can children identify these different word classes in given sentences? Can children write effective descriptive sentences themselves? | <ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Whiteboards (optional) Word Classes Help Sheet Settings Cards (FSD? activity only) Hunting and Gathering Sheet (FSD? activity only) |
| Lesson 5 | To plan a story similar to 'Stone Age Boy' | Using their knowledge and understanding of both the events in the book, as well as their own knowledge of life in the Stone Age, children will plan their own version of the story in this lesson. | <ul style="list-style-type: none"> Can children retell the main events of 'Stone Age Boy' using picture cues? Can children use the events in the book and their own knowledge of the Stone Age to discuss and plan a similar story? Can children evaluate one another's plans, sharing ideas for improvement? | <ul style="list-style-type: none"> Slides Stone Age Boy Story Map Sheet (Teaching Input) Ideas Sheet Planning Sheet 5A/5B/5C Story Map Challenge Card (FSD? activity only) Blank Story Map Template (FSD? activity only) |
| Lesson 6 | To write your own story set in the Stone Age | In this final lesson, children will first look at what makes a piece of writing interesting and engaging for the reader, before keeping this information in mind when writing their own version of 'Stone Age Boy'. | <ul style="list-style-type: none"> Can children discuss and identify what makes a piece of writing interesting and engaging for the reader? Can children use their plan and given checklist to write their version of 'Stone Age Boy'? Can children assess, edit and improve their own and others' writing? | <ul style="list-style-type: none"> Slides Planning Sheets or Story Maps from previous lesson Story Writing Checklist A/B/C Paper or draft writing book Blank Book Pages |

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| Reading - word reading | |
| <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | |
| Reading - comprehension | |
| <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] | <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| Writing - transcription HANDWRITING | Writing - spelling, punctuation and grammar |
| <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading |
| Writing - transcription SPELLING | English Appendix 2 |
| <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] |
| Writing - composition | <p>SENTENCE</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>TEXT</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech <p>TERMINOLOGY FOR PUPILS</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> |
| <ul style="list-style-type: none"> 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 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | |