

Reading Comprehension

1	Read and summarise the events of chapter one and think about the character of Plop from what they have read so far.
2	Read and understand chapters two and three, answering comprehension questions to check their understanding.
3	Read chapters four and five, focusing on answering comprehension questions in full sentences.
4	Recap the events and themes of the story so far, and make predictions about what will happen next.
5	Read chapter seven and explore the author's use of descriptive language, identifying features such as expanded noun phrases, metaphors and similes.
6	Recap and review the whole story, and re-write or re-tell in their own words, ensuring chronological accuracy.

- 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
- 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
- discussing words and phrases that capture the reader's interest and imagination
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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 how language, structure, and presentation contribute to meaning

The Owl Who Was Afraid of the Dark A KS2 thematic English topic

Poetry

1	Learn about the importance of word choice when writing poetry, and generate word banks for the subject of 'the night'.
2	Use self-generated word banks to write diamond poems, experimenting with word choice and word order.
3	Explore and write cinquains, adhering to the given poem structure.

- recognising some different forms of poetry
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- assessing the effectiveness of their own and others' writing and suggesting improvement
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Diary Entries

1	Explore the features of diary entries through a fictional example written by Plop.
2	Use language and grammatical features to improve a diary entry, exploring adjectives, adverbs, clauses, vocabulary and conjunctions.
3	Write a diary entry in character as Plop to recount the events of one of the chapters in the book.

- discussing words and phrases that capture the reader's interest and imagination
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure, and presentation contribute to meaning
- 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
- organising paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- 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
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using conjunctions, adverbs and prepositions to express time and cause
- 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]
- Introduction to paragraphs as a way to group related material

Narrative

1	Generate and discuss ideas for a new chapter for 'The Owl Who Was Afraid of the Dark'.
2	Explore how to punctuate direct speech correctly.
3	Structure and plan a new chapter for 'The Owl Who Was Afraid of the Dark'.
4	Write an interesting and engaging additional chapter to complement the book.

- 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
- in narratives, creating settings, characters and plot
- organising paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using and punctuating direct speech

Non-chronological Reports

1	Explore, identify and analyse the features of a non-chronological report.
2	Gather facts and information about barn owls to use in a non-chronological report.
3	Plan a non-chronological report on barn owls, considering the features of reports and the information they have gathered.
4	Follow their plans to write and then edit a non-chronological report on barn owls.

- asking questions to improve their understanding of a text
- 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
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- organising paragraphs around a theme
- 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
- introduction to paragraphs as a way to group related material
- headings and sub-headings to aid presentation

The Owl Who Was Afraid of the Dark: English : Year 3



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
<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].

Writing - transcription SPELLING
<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

Writing - composition
<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

Writing - spelling, punctuation and grammar
<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

English Appendix 2	
WORD <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] 	
SENTENCE <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] 	TEXT <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]
PUNCTUATION <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech 	TERMINOLOGY FOR PUPILS <ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

The Owl Who Was Afraid of the Dark: English : Year 3

Reading Comprehension				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recall key information from a short chapter.	Children will read the first chapter and answer some comprehension questions to assess their understanding, referring back to the text to support their answers. They will then look at the character of Plop and use inference and given facts to describe what they know about him so far.	<ul style="list-style-type: none"> Can children listen to a short chapter and recall key information? Can children infer information about characters? Can children use appropriate language to describe a character from given information? 	Slides 'The Owl who was Afraid of the Dark' - Chapter 1 (not provided) Characteristics Cards Worksheet 1A/1B Question Cards (FSD? activity only)
Lesson 2	To be able to recall and infer information about plot and characters from short chapters.	Children will read chapters 2 and 3 and answer comprehension questions. They will discuss questions, characters and events orally, giving reasons for their choices and using the text to back up their responses.	<ul style="list-style-type: none"> Can children listen to short chapters and recall key information? Can children suggest why certain characters respond in the way they do? Can children answer questions about the characters and events in a short chapter? 	Slides 'The Owl who was Afraid of the Dark' - Chapters 2 and 3 (not provided) Question Sheet 2A/2B Number Cards Answer Cards Worksheet 2A/2B (FSD? activity only) Extract Sheets (FSD? activity only)
Lesson 3	To be able to answer comprehension questions in full sentences.	Children will read chapters 4 and 5 before answering some simple questions to assess their understanding. They will then go on to explore how they can answer comprehension questions in full, detailed sentences.	<ul style="list-style-type: none"> Can children listen to short chapters and recall key information? Can children use an extract to help them answer comprehension questions correctly? Can children write answers in full sentences? 	Slides 'The Owl who was Afraid of the Dark' - Chapters 4 and 5 (not provided) Extract Sheet 3A/3B/3C Worksheet 3A/3B/3C/3D/3E Answer Cards 3A/3B (FSD? activity only)
Lesson 4	To be able to make predictions on what will happen in a chapter based on prior knowledge and contextual clues.	Children will recap what has happened in the story so far and identify themes and events common to all chapters. They will then read the first few paragraphs of chapter 6 and predict what will happen in the rest of the chapter based on clues from the text and prior knowledge of chapter structure.	<ul style="list-style-type: none"> Can children identify recurring events and themes in the story? Can children make predictions about what will happen in a chapter based on clues from the text? Can children make predictions about what will happen in a chapter based on prior knowledge of chapter structure? 	Slides Worksheet 4A/4B/4C Extract Sheet 'The Owl who was Afraid of the Dark' - Chapter 6 (not provided) - Plenary
Lesson 5	To be able to discuss and analyse descriptive language.	Children will read the final chapter and look specifically at the descriptive language used to describe night. Children will identify expanded noun phrases, similes and metaphors within the text and consider the effect this has on the reader.	<ul style="list-style-type: none"> Can children listen to a short chapter and recall key information? Can children identify the features of descriptive language? Can children discuss the impact of descriptive language on the reader? 	Slides 'The Owl who was Afraid of the Dark' - Chapter 7 (not provided) Worksheet 5A/5B/5C Extract 5A/5B Sentence Changers (FSD? activity only)
Lesson 6	To be able to recall and retell the main events in a story.	Children will recall the main events and characters within the story and think about what they most enjoyed about the story and why. They can then retell the story in a variety of ways, or complete a book review.	<ul style="list-style-type: none"> Can children recall and identify the main events from a story? Can children arrange events from a story chronologically? Can children retell the story orally in their own words? 	Slides Sorting Cards 6A/6B Worksheet 6A/6B Chapter Cards Book Review 6A/6B (FSD? activity only) (FSD? activity only) Copies of the text for children to refer to (not provided)

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Non-chronological Reports				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify the features of non-chronological reports.	Children will start this lesson by identifying what kind of owl Plop is and learning that over the next few lessons they will be exploring, planning and writing a non-chronological report on barn owls. They will spend this lesson exploring the features of reports, and the purpose of these features.	<ul style="list-style-type: none"> Do children know what a non-chronological report is? Can children identify the features of a non-chronological report? Can children identify the purpose of different features of a non-chronological report? 	Slides Report 1A/1B/1C Section Cards 1A/1B (FSD? activity only)
Lesson 2	To gather facts and information to use in a non-chronological report.	In the second lesson of this series, children will do some research to find out some factual information about barn owls. They will learn how to pick out the important information in a sentence and use short bullet-pointed notes to record the facts they find out. They can also try using blackout sentences to get rid of unnecessary information in a sentence.	<ul style="list-style-type: none"> Can children recall and explain the features of non-chronological reports? Can children extract facts from various sources of information? Can children write efficient notes, including notes in bullet-point form? 	Slides Worksheet 2A Information Cards Books/access to internet Blackout Cards 2A (FSD? activity only)
Lesson 3	To be able to plan a non-chronological report.	The slides in this lesson will remind children of the features on a non-chronological report and discuss what they need to include in their plan. They can then arrange the information they have gathered into paragraphs (with sub-headings), plan the images and captions they will use, and prepare to write their reports on barn owls.	<ul style="list-style-type: none"> Can children identify and recall the features of a non-chronological report? Can children group facts according to themes? Can children include appropriate features in their non-chronological report plans? 	Slides Worksheet 3A/3B/3C Challenge Card (FSD? activity only) Sticky notes/A4 paper (FSD? activity only)
Lesson 4	To be able to write and edit a non-chronological report.	Children will follow their plans to write their non-chronological reports on barn owls. The slides will show them a bad example of a report for them to improve to get them thinking about the features they need to include in their own reports. They can then write their own reports either on paper, using word processing or as a multimedia presentation. They will edit once they have finished writing.	<ul style="list-style-type: none"> Can children follow a plan to write a non-chronological report? Can children write a non-chronological report including the relevant features? Can children edit and improve their work? 	Slides Barn Owl Report Example Templates 4A/4B Checklist 4A/4B Plans from lesson 3 Challenge Card 4A (FSD? activity only)

The Owl Who Was Afraid of the Dark: English : Year 3

Narrative				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To discuss and record ideas	Children will begin by recapping on the main events in 'The Owl Who Was Afraid of the Dark'. They will then identify and discuss the similarities in the structure of each chapter, and use this as a basis on which to generate ideas for a new chapter to be added in the middle of the book. In the alternative activity, children will be challenged to think of ideas for an extra chapter to be added to the end of the book, focusing on Plop's first hunting experience.	<ul style="list-style-type: none"> Can children identify and discuss the structure of the chapters in the book? Can children use this as a basis to generate their own ideas for an extra chapter? Can children discuss, record and share their ideas? 	<ul style="list-style-type: none"> Slides Story Map (Teaching Input) Chapter Structure Sheet Suggestions Card Ideas Cards A/B Dark is Super! Challenge Card (FSD? activity only) Dark is Super! Ideas Sheet (FSD? activity only)
Lesson 2	To know how to use direct speech punctuation	In this lesson, children will explore the punctuation needed when writing direct speech. They will discuss examples from 'The Owl Who Was Afraid of the Dark', first identifying what punctuation has been used, then progressing to completing unpunctuated sentences. Children will continue to apply this knowledge in their independent activities. The FSD? activity will provide children with the opportunity to identify and correct punctuation errors in sentences involving direct speech.	<ul style="list-style-type: none"> Can children identify and name the different punctuation used to mark direct speech? Do children know when and where speech punctuation needs to be used? Can children punctuate direct speech correctly? 	<ul style="list-style-type: none"> Slides Whiteboards (Teaching Input) Speech Punctuation Card Sentence Strips Worksheet 2A/2B Right or Wrong? Cards (FSD? activity only) Instructions Sheet (FSD? activity only)
Lesson 3	To plan a new chapter for a book	In this lesson, children will look at how to use their Ideas Cards/Sheets from the first lesson and the general chapter structure of 'The Owl Who Was Afraid of the Dark' to plan a new chapter for the book. When planning, they will be encouraged to think about how to include descriptive language, characters' thoughts and feelings and a piece of direct speech.	<ul style="list-style-type: none"> Can children turn their ideas into a plan? Have children followed the general structure of the chapters in the text? Can children share their plans with each other, beginning to offer feedback and advice? 	<ul style="list-style-type: none"> Slides Ideas Cards from the first lesson Worksheet 3A/3B/3C Dark is Super! Ideas Sheet from the first lesson (FSD? activity only) Dark is Super! Planning Sheet (FSD? activity only)
Lesson 4	To write a new chapter for a book	Before beginning to write their chapter, children will explore some of the features that can make their writing more interesting and engaging for the reader. They will focus on the use of personal pronouns to avoid repetition of proper nouns, and the use of conjunctions to join and extend sentences. Children will then apply what they have learnt when writing their own chapter.	<ul style="list-style-type: none"> Can children follow their plan to write a story chapter? Can children choose and use personal pronouns and noun phrases to avoid repetition? Can children use a range of conjunctions to join and extend sentences? 	<ul style="list-style-type: none"> Slides Planning sheets from the previous lesson Synonym Cards Conjunction Cards Writing Checklist Cards A/B New Chapter Template Dark is Super! Planning Sheets from the previous lesson (FSD? activity only) Final Chapter Template (FSD? activity only)

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Diary Entries				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore and identify the features of diary entries.	Children will read one of Plop's diary entries, focussing on the features of diaries and the type of language Plop uses, first as a class then independently. During their independent work, they choose sentences Plop might say in his diary based on what they have learnt, or highlight given features.	<ul style="list-style-type: none"> Do children know what a diary entry is? Can children name the features of diary entries? Can children identify the features of a diary entry in context? 	Slides Diary Entry 1A (teaching input) 'Plop Said...' Sentence Cards 1A/1B Diary Entry 1B Worksheet 1A (FSD? activity only) Help Cards (FSD? activity only)
Lesson 2	To be able to use language and grammatical features to improve a diary entry.	Children will start by answering some quick quiz questions to refresh their knowledge of the features of diary entries. They will then explore how to use language and grammatical features to improve a diary entry. The slides go through some sentences one at a time, exploring ways they can be edited and improved. Children can then work independently to improve a section of Plop's diary, or create spiral sentences to improve one sentence at a time.	<ul style="list-style-type: none"> Can children identify the features of a diary entry? Can children identify ways in which a diary entry can be improved? Can children use language and grammatical features to improve a diary entry for a particular character? 	Slides Diary Extract 2A/2B/2C Help Sheet Synonym Card Spiral Sentence sheets (FSD? activity only)
Lesson 3	To be able to write a diary entry in character.	After recapping what they have learnt about diaries, children will follow the provided diary plans to write a diary entry as Plop for one of the remaining chapters of the story. They will write some starting sentences as a class, then work independently to write a diary entry. There is also the option to record these diary entries as vlogs!	<ul style="list-style-type: none"> Can children follow a plan to write a diary entry? Can children write a diary entry in character, using appropriate language and features? Can children evaluate their work and the work of their peers objectively? 	Slides Diary Plan 3A/3B Chapter Outline Cards Diary Template Plop Mask (FSD? activity only) Digital cameras (FSD? activity only)

The Owl Who Was Afraid of the Dark: English : Year 3

Poetry				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To collect vocabulary for a 'night' poem	In this first lesson, children will learn that word choice is very important in poetry. They will discuss how words can create positive or negative thoughts and images about the noun that they are describing. In their independent activities, children will generate their own verbs and adjectives associated with 'the night', and sort them according to whether they are 'positive' or 'negative'.	<ul style="list-style-type: none"> Do children understand the importance of word choice in poetry? Can children discuss and generate their own words to describe the night? Can children describe and explain their word choices? 	<ul style="list-style-type: none"> Slides Word Cards Worksheet 1A/1B/1C Thesauruses (optional) Large pieces of paper (FSD? activity only) Question Cards (FSD? activity only) Word Bank Collection Sheet (FSD? activity only)
Lesson 2	To understand the importance of word choice and word order in a diamond poem	Children will learn about the importance of word choice and word order in poetry by looking at diamond poems. They will explore how their choices can affect the feelings and imagery created by the poem. In their independent activities, they will experiment with word choice and word order before writing their own diamond poem about the night. The alternative activity challenges children to write a diamond poem in which night changes to day.	<ul style="list-style-type: none"> Do children understand how word choice and order can affect the effectiveness of a diamond poem? Can children experiment with word choice and word order to create their own diamond poem? Can children evaluate the effectiveness of each other's poems? 	<ul style="list-style-type: none"> Slides Whiteboards (Teaching Input) Worksheets from the previous lesson Word Cards Diamond Poem Structure Card Diamond Poem Template A/B Night to Day Challenge Card (FSD? activity only) Diamond Poem Template C (FSD? activity only)
Lesson 3	To write a cinquain poem	Children will explore and discuss the structure of cinquain poems, looking at the different content and number of syllables in each line. In their independent activities, children will choose from a list of 'Plop-related' subjects to write their own cinquain about. In the FSD? activity, children will work in pairs to write two opposing cinquains reflecting Plop's feelings towards the dark both at the beginning and the end of the story.	<ul style="list-style-type: none"> Do children understand the structure of a cinquain? Can children write their own cinquains following this structure? Can children perform their poems using the correct intonation, tone and volume? 	<ul style="list-style-type: none"> Slides Challenge Cards Word Banks Cinquain Templates Plop's Cinquains Template (FSD? activity only)