

# The Snowman : English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To become familiar with the story of <i>The Snowman</i>	In this first lesson, children are introduced to, and become familiar with, the story of <i>The Snowman</i> . As a class, they look at the book together before working in groups, pairs or individually to orally retell sections of the story using the pictures as a guide. In the alternative activity provided, children are challenged to act out and narrate given sections.	<ul style="list-style-type: none"> <li>Can children orally retell part or all of the story using the pictures as a guide?</li> <li>Can children speak audibly and fluently?</li> <li>Can children share and explain their opinions about books with pictures and no words?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Teacher Script (Teaching Input)</li> <li>Copies of the pages of the book</li> <li>Badges (FSD? activity only)</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To choose and use more varied vocabulary	At the start of this lesson, children identify and define what an adjective, verb and adverb each are, before looking at how to find more interesting or descriptive synonyms using a thesaurus. In their independent activities, children use their thesaurus skills to choose and replace selected words in a description of a winter scene.	<ul style="list-style-type: none"> <li>Do children understand how to use a thesaurus to find synonyms?</li> <li>Can children choose and use appropriate synonyms in given sentences?</li> <li>Can children explain and justify their choices?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Winter Scene Cards</li> <li>Thesaurus Cards</li> <li>Thesauruses</li> <li>Worksheet 2A/2B/2C</li> <li>Teacher Dictation Sheet (FSD? activity only)</li> <li>Write and Rewrite Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To use a variety of sentence starters	Children will explore the impact and effectiveness of different sentence starters in this lesson. They will first look at replacing some noun phrases with pronouns to vary the beginning of sentences, then will look at how to choose and use fronted adverbials.	<ul style="list-style-type: none"> <li>Can children choose and use nouns and pronouns to avoid repetition?</li> <li>Do children understand what a fronted adverbial is?</li> <li>Can children use fronted adverbials in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Fronted Adverbial Cards</li> <li>Worksheet 3A/3B/3C</li> <li>Copies of pages of the book (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To know how to use direct speech	In this lesson, children will explore the punctuation needed when writing direct speech. They will look at examples relating to <i>The Snowman</i> , 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"> <li>Can children identify and name the different punctuation used to mark direct speech?</li> <li>Do children know when and where speech punctuation needs to be used?</li> <li>Can children punctuate direct speech correctly?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Speech Punctuation Card</li> <li>Sentence Strips</li> <li>Worksheet 4A/4B</li> <li>Right or Wrong? Cards (FSD? activity only)</li> <li>Instructions Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To discuss ideas and plan an extra section for <i>The Snowman</i>	Children discuss what might have happened the following night if the snowman had not melted at the end of the story. They use these ideas, as well as given suggestions, to plan an extra section for the book where the boy and the snowman have another night-time adventure. In the FSD? activity, they watch a short clip from <i>The Snowman</i> film (the party scene) and plan a section of the story based on this.	<ul style="list-style-type: none"> <li>Can children share and discuss ideas for an extra section to add to the story?</li> <li>Can children use key words and phrases to plan the outline of their story?</li> <li>Can children explain their plan to a partner, answering questions and considering suggestions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Adventures Sheet</li> <li>Worksheet 5A/5B/5C</li> <li>Access to <i>The Snowman</i> film</li> <li>Worksheet 5D (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To write an extra section for <i>The Snowman</i>	In this final lesson, children are first reminded of the different ways in which they can make their writing more interesting for the reader (varied vocabulary, different sentence starters, direct speech). They then use this knowledge to assess and improve given sentences written from a plan, before writing their own stories from their plans in their independent activities.	<ul style="list-style-type: none"> <li>Can children follow their plan to write an extra section for <i>The Snowman</i> story?</li> <li>Can children use varied vocabulary and sentence structure within their writing?</li> <li>Can children include a correctly punctuated piece of direct speech?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Snowman</i> by Raymond Briggs (not provided)</li> <li>Children's plans from the previous lesson</li> <li>Thesauruses (optional)</li> <li>Writing Frame</li> <li>Checklist Cards A/B/C</li> <li>Access to <i>The Snowman</i> film (FSD? activity only)</li> </ul>

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<b>Reading - word reading</b>	
<ul style="list-style-type: none"> <li>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</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	
<b>Reading - comprehension</b>	
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>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</li> </ul>
<b>Writing - transcription HANDWRITING</b>	<b>Writing - spelling, punctuation and grammar</b>
<ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
<b>Writing - transcription SPELLING</b>	<b>English Appendix 2</b>
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><b>WORD</b></p> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</li> <li>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</li> <li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>
<b>Writing - composition</b>	<p><b>SENTENCE</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</li> </ul> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Introduction to inverted commas to <b>punctuate direct speech</b></li> </ul> <p><b>TERMINOLOGY FOR PUPILS</b></p> <p>preposition, conjunction word family, prefix clause, subordinate clause <b>direct speech</b> consonant, consonant letter vowel, vowel letter <b>inverted commas (or 'speech marks')</b></p>
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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</li> </ul>	