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# Teaching Notes: Year 3

## Suggestions for using the model texts

As well as being exemplar texts for particular text types the model texts can also be used as a stimulus for the children's own writing. Advice is provided here on how the model texts could be used for this purpose and the appropriate *Success Criteria (SC)* and *Assessment Sheets (AS)* to use with them.

### Dad's New House

The children could describe their own streets and houses. In addition, you could give the children a range of pictures to inspire them to write descriptions of a variety of different types of streets and houses.

**Use SC and AS 1:** *To describe settings.*

### Tony's Present

The children could write descriptions of different types of shops or shopping areas such as the local high street or city centre.

**Use SC and AS 1:** *To describe settings.*

### Theseus and the Minotaur

After the children have explored writing descriptions of settings and characters they could write their own quest myth. Explain that the myth should feature a fearsome monster, a brave hero/heroine, a task and an interesting location.

**Use SC and AS 2:** *To write a quest myth.*

### Froach and the Rowan Tree

Show the children examples of the many different types of dragon that exist in folklore all over the world. The children could then draw and write descriptions of their own dragons. Following this they could write a quest myth about their dragon.

**Use SC and AS 2:** *To write a quest myth.*

### The Cottage

Using the setting of a deserted house works well for adventure/mystery stories. Ask the children to write a story where their character has to enter an empty house. Common scenarios for this type of story are poor weather conditions or the story characters chasing a mischievous pet into an empty house. Explore different types of houses and settings. The children will need to consider what their house is like, what will happen in the house and whether there is a logical explanation for any strange goings on.

**Use SC and AS 3:** *To write an adventure or mystery story.*

### Moving On

This collection of letters can provide examples of informal letters. The children could write a similar letter, to a real or imaginary classmate who has left the school, detailing what has been going on.

**Use SC and AS 4:** *To write a letter.*

## **DAD'S NEW HOUSE**

I looked out of the living room window enviously. It was a normal Saturday morning – nearly ten o'clock. All of the other children who lived on Trentford Avenue were playing out. Our house was in a cul-de-sac. The semi-detached houses curved round making a horseshoe shape. There were only about twelve houses, so everybody knew each other. The children often played in the circular area of road created by the shape of the street. We were all good friends.

Up until a year ago I'd have been outside playing with them – but not anymore. Sally, who went to the same school as me, and lived next door, turned and waved. I waved back. Sally didn't bother coming to knock on the door to see if I could play out. She knew there was no point. On a Saturday, I had other plans.

I heard the phone ring and Mum answering it.

"Sacha," Mum called, "it's your dad."

I pretended I hadn't heard and didn't answer. I heard Mum saying something to Dad and then hanging up the phone. Then she came into the living room.

"Your dad's just calling to say he's on his way. He's running a bit late but he'll be here in twenty minutes," she explained.

"Well if he's going to be late he shouldn't bother coming!" I snapped.

"Sacha!" Mum shouted, shocked.

I pushed past her and ran up the stairs. I ran into my bedroom slamming the door shut. Tears stung my eyes. Dad had been picking me up every Saturday morning since he'd moved out a year ago. At first he'd tried to take me to different places every week. Sometimes it was just McDonald's but at other times it was more interesting places like Sea World or the museum. No matter where he took me though – I would have preferred to be outside in Trentford Avenue playing with my friends while my mum and dad kept an eye on me from the window of the house.

A few months ago all of the expensive trips had stopped. Dad had explained that he was trying to save money. He explained that the divorce had come through and he was buying a new house. Two weeks ago, he'd announced he'd bought it and had taken me to see it. That's when I realised. Dad was never coming back to live with us. Things were never going to be how they were. I didn't really care about Dad being late. I just didn't want to go to Dad's new house. I didn't want my dad to have a new house. I wanted him to be living here, like before, with me and Mum. I wanted everything to go back to how it was.

Twenty minutes later a knock at the front door interrupted my thoughts. Dad was here. I heard Mum and Dad talking and then Mum shouted:

“Sacha – your dad’s here. Are you ready?”

Part of me felt like not going downstairs. I still felt angry. But despite how I felt, I missed Dad. If I didn’t see him now then I probably wouldn’t be able to see him for another week. I picked up my overnight bag and walked down the stairs. I said goodbye to Mum and then walked out to the car.

Later on, as Dad drove me to his new house, I asked him the same question I asked him every week.

“Are you and Mum ever going to get back together?”

Dad sighed, “We’ve been through this already Sacha. I know it’s hard but no – we won’t be getting back together.”

There was silence as the car turned the corner into Dad’s street. I stared out of the window at the row of Victorian terraced houses. They all looked the same – tall, slim houses, with tiny front gardens. We pulled up outside number 51.

“Wait until we get inside. I’ve got a surprise for you!” said Dad smiling.

Once inside, we climbed the stairs. There were two bedrooms upstairs. Dad took me to the door of the smaller bedroom.

“This is not just my house. It’s your house too,” said Dad.

He opened the door. The room had been freshly painted. The walls were light pink (my favourite colour) and the new carpet was light beige. There was a white wardrobe and a pretty dressing table with a small, silver portable TV on top. Dad looked a little bit nervous as he waited to see what I would say. I could tell he’d really tried to make a nice bedroom for me.

“It’s really nice Dad,” I said.

And actually, it really was! I walked inside and looked around. I decided I quite liked it. It felt like home. And it would be great to have two bedrooms. Walking over to the window I looked outside. I could see the narrow garden of Dad’s house and I could also see into the gardens of the houses on either side. Looking into next door’s garden, I saw a girl, about my age, bouncing a tennis ball on the concrete slabs.

“Who’s that?” I asked Dad.

“I don’t know her name but she lives next door,” he said.

Dad looked at me thoughtfully.

“We could go round later and introduce ourselves,” he said. “Maybe the two of you could become friends.”

I smiled. “Maybe we could,” I replied.

## SUCCESS CRITERIA 1: TO DESCRIBE SETTINGS

- Write in sentences making sure capital letters and full stops are used when needed.
- Use descriptive words and phrases - adjectives and adverbs.
- Use verbs which create impact.
- Include details of what you might see in the setting.
- Describe what you might hear.
- Describe how you might feel if you were in the setting.
- Try to vary your sentence openings. Avoid starting each sentence in the same way. Begin some sentences using adjective phrases or adverbs.

## SELF/PEER ASSESSMENT SHEET 1: TO DESCRIBE SETTINGS

- Are sentences used?
- Are capital letters used to begin each sentence?
- Are full stops used when necessary?
- Are lots of adjectives (describing words) used?
- Are interesting verbs used?
- Are there examples of interesting vocabulary?
- Is the setting described in detail?

Does the description include information about:

- What you might see in the setting?
- The noises you might hear in the setting?
- How you might feel if you were in the setting?
- Are a variety of sentence openers used?
- When you read the description - can you really imagine what the setting looks like?

How could this work be improved?

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