



3-Phase Model Planning

Year 3	
Term:	Summer 1
Text & Context:	Oranges In no Man's Land
Writing Outcome:	Setting description
Purpose:	Create a descriptive setting description.
Audience:	Class
Text Type:	Fiction - setting description
Language Features & Techniques for Toolkit:	<ul style="list-style-type: none"> descriptive sentences expanded noun phrases metaphors similes
Narrative Perspective:	First person
Teaching Points	
Text Structure:	Setting description
Sentence Construction:	descriptive language
Word Structure/Language:	Simile Adjectives Expanded noun phrases Metaphors Conjunctions Fronted adverbials Personification
Punctuation:	Full stops Commas Exclamation marks
Terminology:	Descriptive Expanded noun phrases Simile Fronted adverbials

Model Text:

Setting description 1 WAGOLL (before twist)

In a city where there's a lot of fighting, there's a small, old house. The people that live here are as scared as a little animal hiding from danger. But the people are also brave, as brave as strong knights facing challenges that come to them. Inside, it smells a bit funny, like burnt wood and old spices. The sunlight tries to peek in through holes in the windows covered with boards. When you touch things, they feel rough and old, like they've been through a lot. There's not much furniture, but what's there tells stories. A table has scratches from writing and eating, and a chair looks tired from holding people who needed a rest. Even though it's not perfect, the house is a safe place where people find hope when everything outside seems scary. The house is sometimes quiet, but not often as there are many people here. Sometimes you can hear the cold wind whispering through the windows or far off rumblings that sound like giants mumbling. When it is silent, you can hear the beats of steady hearts, showing strength even in tough times.

Setting description 2 WAGOLL (after twist)

In a peaceful, quiet neighbourhood where flowers dance in the breeze and birds sing cheerful melodies, there stands a cosy, welcoming house. It's like a friendly giant, with windows that sparkle like twinkling stars and a door that greets you with a warm smile.

Inside, the air is filled with the scent of freshly baked cookies and fragrant flowers as bright as the shining sun, like a magical potion of happiness. Sunlight streams through the windows, wrapping the rooms in a cosy embrace like a soft, warm blanket.

The walls, painted in cheerful colours, with neat and tidy decorations make you feel happy and safe. Soft cushions and fluffy rugs invite you to sink in and relax, like floating on a cloud of comfort. Furniture, polished and gleaming, stands proudly like noble knights guarding a castle. The table, is large with a bouquet of colourful flowers, beckons you to sit and share stories over a delicious meal.

In this enchanting home, every corner is filled with love and laughter, like a treasure trove waiting to be discovered by those who enter its embrace.

<p>Phase 1 Study</p> 	<p>WALT: write a prediction.</p> <p>Outcome:</p> <p>Children create a short prediction about the book based on the front cover alone. Then read the blurb, children will then add to/develop their previous description.</p> <p>Short burst writing</p>	<p>WALT: understand the viewpoint of a refugee</p> <p>Outcome:</p> <p>oracy based lesson - understanding what a refugee is and how refugees may feel. Watch video and speak about more recent examples of when children and their families have had to flee their homes (Ukraine war)</p> <p>https://www.bbc.co.uk/newsround/48660079</p> <p>SPAG - clued spellings</p>	<p>WALT: identify descriptive language</p> <p>Outcome:</p> <p>Identify where the text has been descriptive. What words have they used?</p> <p>Read chapters 1</p>	<p>WALT: draw images based on a text</p> <p>Outcome:</p> <p>Encourage children to imagine and draw what they think the places in the story will look like, and think about the descriptive language used.</p> <p>Reread chapters 1&2 throughout lesson (main points so children can draw what they think things look like)</p> <p>SPAG - expanded noun phrases</p>	<p>WALT:use descriptive language</p> <p>Outcome:</p> <p>Create descriptive sentences describing a setting. Can children use similes, metaphors etc.</p> <p>Short burst writing</p> <p>Read the part where Ayesha sees the new flat pg. 6-9.</p>
					29/4/24
<p>Phase 2 Twist</p> 	<p>WALT: develop metaphors to describe a setting</p> <ul style="list-style-type: none"> ● Outcome: ● ● Develop and understand metaphors. Ensure children know the difference between these and similes. <p>Short burst writing</p>	<p>WALT: identify features of a setting description</p> <p>SPAG - clued spellings</p> <p>Outcome:</p> <p>Read the WAGOLL setting description, identify the different features of a setting description.</p> <ul style="list-style-type: none"> ● adjectives ● expanded noun phrases ● adverbs ● similes ● metaphors 	<p>WALT: Plan a setting description</p> <p>Outcome:</p> <p>Using the planning sheet children will create a setting description for Ayesha's new flat. Encourage children to think about the things she may be able to see/hear/smell/feel.</p> <p>Short burst writing</p>	<p>WALT: write a simple setting description</p> <p>Outcome:</p> <p>Write a (short, simple) setting description for Ayesha's new flat (current). Images and sentence starters for support. Encourage children to think about what they can see, hear, smell, touch?</p> <p>Short burst writing</p> <p>SPAG - personification</p>	<p>WALT: compare the same setting at different times</p> <p>Outcome:</p> <p>Compare Beirut and Lebanon before and after conflict - we could also look at/discuss comparison pictures of Ukraine (current and relevant) and use these for ideas too. Ask children to consider what has been lost - it is more than just homes, get children to think about our local area - what is in our neighbourhood? doctors, shops, schools etc.</p>
	30/4/24	1/5/24	2/5/24	3/5/24	
<p>Phase 3 Create</p> 	<p>WALT: twist our setting</p> <p>Outcome:</p> <p>We are going to begin to develop a setting for Ayesha and her family that is nicer, where there is no conflict - we will use what we know from our own homes and Beirut before to create our own setting.</p> <p>Comparison task - oracy based/small groups.</p>	<p>WALT: create a class setting description</p> <p>Outcome:</p> <p>Develop class setting description creating a new, nicer setting for Ayesha and her family. We are going to use our own homes/areas and Beirut before to develop our new setting.</p> <p>Group work</p> <p>Oracy focus</p>	<p>WALT:Plan a setting description</p> <p>Outcome:</p> <p>Create a plan for our new setting. Think about the things we may be able to see/smell/hear/touch/think. What the house will look like/what we things they will need to have (Ayesha and Latiff don't currently have beds etc) and why they need those things.</p>	<p>WALT: create a setting description</p> <p>Outcome:</p> <p>Using the plan children will begin to create their new setting descriptions - they will first do this as a story map (group) and then begin to write this up. Children can use the plan as a checklist to ensure they are including all of the elements needed in a setting description. Children will be developing</p>	

	<p>Boxing up task comparing our own home to Ayesha home.</p> <p>Look at the WAGOLL if there is time - can be used as the starter to the following lesson if not.</p> <p>Short burst writing Oracy focus group work</p>		<p>Short burst writing</p>	<p>their own ideas and referring back to their plans and story maps to prompt them within their writing. Checklist will be given to check all elements are included.</p> <p>Short burst writing group plan</p>	
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