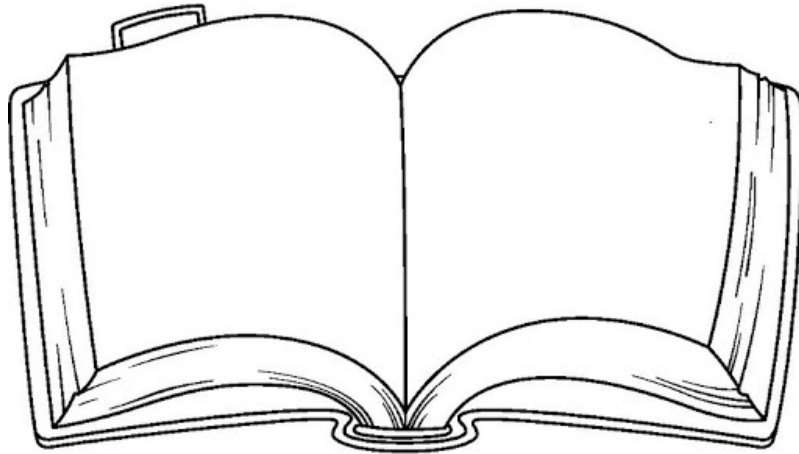


YEAR 3 ENGLISH PRACTICE SHEETS



**END OF SEMESTER 2
2018-2019**

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WALT: Write an Adventure Story

Imagine you and your friends are playing a game in the forest. Whilst you were playing hide and seek in the forest you find a door, you open it and walk to the other side. What adventure did you go on?

Look at the picture below...

- What do you see?
- Who opens the door?
- What is on the other side of the door?
- What do you do after you walk through the door?



Words you can use in your adventure story.

adventure	door	scared	excited
world	land	creatures	nervous
hide and seek	friends	playing	stairs

You are going to write an adventure story.

Make sure that you

- Think of some ideas and write it in your plan.
- Use your plan in your writing
- Write in sentences with capital letters and full stops
- Use other kinds of punctuation eg. question mark/exclamation mark
- Include characters, a problem and a solution
- Use connectives to join sentences eg and, but or because
- Spell most words correctly
- Use some of the words from the box and some of your own
- Tell your story in the correct order.
- Use adjectives and adverbs
- Write neatly and in paragraphs
- Read over your work when you finish and make changes

Planning Sheet

Use the table below to plan your writing

<u>Vocabulary</u> (wow words I could use)	
<u>Connectives</u> I want to use	
<u>Opener</u> How will I start my story?	
<u>Punctuation</u> I should use...	
<u>Characters</u>	
<u>Problem</u> What is the problem?	
<u>Solution</u> How can the problem be solved? How will my story end?	

WALT: Write an Adventure Story

Imagine you took a trip to Kenya. Whilst you were on a safari, an elephant took you on an adventure.

Look at the picture below and think about...

- What do you see?
- What are you doing?
- What happens?
- What adventure do you go on?
- Are the animals your friends?
- How is the problem solved?



Words you can use in your adventure story

adventure	flying	spaceship	waterfall
dizzy	safari	elephant	scared
excited	villain	amazing	animals
suddenly	jungle	kidnapped	ocean

Planning Sheet

Use the table below to plan your writing

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WALT: Write a non-chronological report.

What is a Tsunami?

Tsunami is a Japanese word. It means 'Harbour Wave'. A tsunami is a giant wave.

What causes a Tsunami?

- A tsunami is a giant wave caused by a huge earthquake under the ocean.
- The earthquake causes a large amount of water to be displaced very quickly.
- A series of waves travels through the deep water.
- As the waves travel through shallower water near the land, they get bigger.

Tsunami Safety Rules.

- Approaching tsunamis are sometimes predicted by a sudden rise or fall of coastal waters and are usually accompanied by a loud roar that sounds like a train or aircraft. If you notice these, move inland to high ground straight away.
- Stay out of danger until an "ALL CLEAR" is issued by the emergency services.
- Never go down to the beach to watch for a tsunami! A small tsunami at one beach can be a giant a few miles away.
- Stay tuned to your local radio or television stations during a tsunami emergency.

Tsunamis Around the World.

- Lisbon - 1755

The earthquake and tsunami almost totally destroyed Lisbon and had a death toll in Lisbon alone of between 10,000 and 100,000 people, making it one of the deadliest disasters in history.



Year 3 Planning Sheet.

What is a Tsunami?	
What are the causes of a Tsunami?	
Tsunami Safety Rules.	
An interesting fact about Tsunami.	
Picture/Caption.	
WOW words I can use.	
Conjunctions I can use.	
Punctuation I can use.	

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What is a Tsuanmi?

What are the causes of a Tsunami?

Tsunami Safety Rules.

Interesting facts

WALT: Write a non-chronological report.

Pandas

Pandas are the national animal of China. They are related to bears and have black eye patches.

What do pandas look like?

There are two different types of panda. The giant panda is the most well-known but the red panda also lives in the mountains in China. The red panda has a long tail and is the same size as a cat. The giant panda is much bigger and has black and white fur. Both the red and giant pandas have long, sharp claws that they use to climb trees and strip bamboo.

What do pandas eat?

Pandas are very fussy eaters. Most pandas only eat bamboo, a type of grass. A giant panda will eat half their own weight in bamboo every day.

What do pandas do?

Pandas spend most of their time eating or sleeping. Young pandas like to play with each other and can be very naughty



A giant panda eating bamboo.

Did you know?

Pandas are endangered and if they are not looked after could become extinct.

Name: _____ Class: _____

Year 3 Planning Sheet

What it looked like



Adjectives, adverbs
and WOW words

Interesting facts

Where it lived

What it ate

Now turn the page and begin.

What did it look like?

What did it eat?

Where did they live?

Interesting facts

WALT: Write a story that includes a natural disaster

Imagine you were on holiday, driving across this bridge. Whilst you were crossing the bridge, you heard people scream.

Look at the pictures below and talk to your partner about what you see. You will have three minutes to do this. Your teacher will tell you when to stop.



Did you use any of the words from the box below? Talk to your partner about the words below. You will have three minutes to do this. Your teacher will tell you when to stop.

tsunami	bridge	helicopter	drown
adventure	cold	driving	boat
excited	ocean	dark	scared
loud	swim	surf	wave

Make sure that you

- Think of some ideas and write it in your plan.
- Use your plan in your writing
- Write in sentences with capital letters and full stops
- Use other kinds of punctuation eg. question mark/ exclamation mark
- Include characters, a problem and a solution
- Use connectives to join sentences eg and, but or because
- Spell most words correctly
- Use some of the words from the box and some of your own
- Tell your story in the correct order.
- Use adjectives and adverbs
- Write neatly and in paragraphs
- Read over your work when you finish and make changes

Planning Sheet

<u>Vocabulary</u> (wow words I could use)	
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<u>Opener</u> How will I start my story?	
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<u>Characters</u>	
<u>Problem</u> What is the problem?	
<u>Solution</u> How can the problem be solved? How will my story end?	
<u>Wow words</u> I will use	

Name _____ Year 3 _____

WALT: Write a story that includes a natural disaster

Imagine you took a trip to an adventure island. Whilst you were eating breakfast, you heard a rumble.

Look at the picture below and talk to your partner about what you see. You will have three minutes to do this. Your teacher will tell you when to stop.



Did you use any of the words from the box below? Talk to your partner about the words below. You will have three minutes to do this. Your teacher will tell you when to stop.

volcano	eruption	helicopter	waterfall
adventure	island	beach	blue
excited	ocean	mountain	animals
loud	noisy	smoke	lava

Planning Sheet

<u>Vocabulary</u> (wow words I could use)	
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MARKING KEY CRITERION
Can use ascenders/descenders correctly.
Can describe settings effectively (uses appropriate adjectives/noun phrases/WOW words for the setting).
Story includes a problem and solution.
Can sometimes use interesting and ambitious words.
Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief).
Can extend sentences using a wider range of connectives (e.g. when, because, if, while, also, as well).
Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).
Can use pronouns appropriately to avoid the awkward repetition of nouns.
Can use most punctuation accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe.
Can structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure)
Is beginning to use paragraphs.
Can adapt form and style for purpose (e.g. is able to write a narrative).
Can write neatly, legibly and accurately.
Can use adverbs for description.
Can spell phonetically regular or familiar common polysyllabic words accurately
Can develop characters with feelings and/or emotions, etc.
Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, etc)
Can attempt to give opinion, interest or humour through detail.
Can use generalizing words for style (e.g. sometimes, never, always, often, mainly, mostly, generally, etc.) and/or modal verbs/ the conditional tense (e.g. might do it, may go, could rain, should win).
Is beginning to develop a sense of pace (writing is lively and interesting).