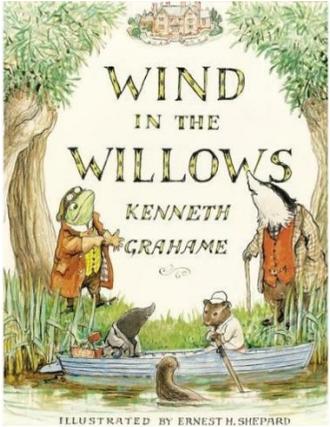


<p><u>Year 4/5/6</u> <u>Writing Learning Journey</u></p> <p>Purpose: 1) To Describe 2) To inform 3)</p> <p>Form: Narrative Character description, setting description</p> <p>Form 2: A non chronological report/ information factfile on a river animal Animal (Cross Curricular - science focus)</p> <p>Form 3: A formal letter of apology</p> <p>Form 4: Newspaper writing</p> <p>Apprentice task - Diary from the perspective of a character</p> <p>A conversation modelling rules of speech between formal and informal characters.</p>	<p><u>Text Driver/s</u></p>  <p>ILLUSTRATED BY ERNEST H. SHEPARD</p>	<p><u>Key Writing Statements:</u></p> <ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnoting and developing initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><u>SPAG</u></p> <p><u>using expanded noun phrases to convey complicated information concisely</u></p> <p><u>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</u></p> <p><u>Using commas to avoid ambiguity</u></p> <p><u>Using Semi colons</u></p> <p><u>Using hyphenated words to add extra detail</u></p> <p><u>Using paragraphs to organise ideas around a theme</u></p> <p><u>Correctly punctuated direct speech</u></p> <p><u>Fronted adverbials</u></p> <p><u>Key Reading Statements Following Literacy Shed VIPERS techniques for reading comprehension.</u></p> <ul style="list-style-type: none">Use dictionaries to check the meaning of words that they have read
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| | | <ul style="list-style-type: none">• <i>Predict what might happen from details stated and implied</i>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
• Draw sound inferences, supported through reference to the text• Ask questions to improve their understanding of a text• <i>Provide reasoned justifications for their views</i>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• <i>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</i>• <i>Exploring heritage texts</i>• <i>Learning a range of poetry off by heart</i>• |
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Overview of Learning Journey 6 weeks. Narrative unit 2 weeks

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Hook – L1 - Can I generate vocabulary around a theme and Can I make suitable predictions and inferences from what I know.... Children to examine a selection of objects and using their senses both make predictions for what the text is and is about as well as developing rich language to describe: Willow, bark, weed, fur, mud, water - use a Youtube water clip and image of Waterfall to generate vocabulary and expanded noun phrases. Year 6 – link to ISPACE.</p> <p>Can I define unfamiliar vocabulary? Children split into groups – pre teach group to define unfamiliar vocabulary specific to topic and link with weekly spellings. Middle and Higher able pupils to do a ready reckoner for reading highlighting unfamiliar vocabulary in both text drivers to draw conclusions and define unfamiliar words. L3 - Can I ask questions to deepen my understanding after making inferences from the text? Children to work in groups on a read aloud think aloud activity. Explore the idea of a heritage text and identify language and the impact on the reader. L4 Can I retrieve information and infer information about characters from a text to make a character profile – HAP – comparing characters within and across texts. L5 - Can I annotate and discuss features of a text? Children to explore and discuss effective narratives – planning an effective narrative – sequence of lessons developed with SPAG content. L6 - Can I select vocabulary for effect? Creating a zone of relevance for what we know about the main characters in a text.</p>	<p>I5 - Can I recap, model and understand the rule for regular and irregular past tense verbs and spelling strategies for plurals.</p> <p>L7 - Can I use expanded noun phrases and relative clauses to describe a character and vary their position in a sentence for effect?</p> <p>L8 explore and model the use of hyphenated words to add extra detail</p> <p>Exploring how punctuation is used effectively in the text to describe:</p> <p>Exclamations: "What a day I'm having!" he said. p. 12. "How black was his despair..." p. 22 Hyphens: "Leaving the main stream, they passed into what seemed like a land-locked lake. Green turf sloped down to either edge, while ahead of them the silvery shoulder of a weir, arm-in arm with a mill-wheel, that held up in its turn a grey-gabled mill-house..." p. 15. Verb and adverb choice: "The old grey horse, rearing, plunging, backing steadily..." p. 40. Power of three: "That swan, that sunbeam, that thunderbolt!" p. 43. Contractions: "Badger'll turn up some day," p. 45. Adjectives / expanded noun phrases used to enhance setting description: "And one cold still afternoon with a hard steely sky overhead, he slipped out of the warm parlour..." p. 45 Dashes: "their darkest moment - the Terror of the Wild Wood!" p. 51. Relative clauses: "the Rat, who was very greasy with buttered toast..." p. 71. semicolons to separate independent clauses: "Toad listened, all ears; at last he could stand it no longer." p. 112. semicolons in lists p. 117. Annotate p. 161 for noun/pronoun chains of reference. Effective use of dialogue to convey character throughout.</p>	<p>L11 to write a narrative setting description for their version of WITW set on a river bank.</p> <p>Setting is key to the success of the text. "Spring was moving in the air above and in the earth below, around even his dark and lowly little house..." p. 9. "Rocks and brambles and tree-roots behind them; in front, a great space of fields, hemmed by lines of hedges black on the snow, and, far ahead, a glint of the familiar old river..." p. 79. The setting has a noticeable effect on the characters: "Suddenly he stood by the edge of a full-fed river. Never in his life had he seen a river before. All was a-shake and a-shiver - gleams and sparkles, chatter and bubble. The Mole was bewitched." p. 10. Character: all the key animals have very clearly defined characters. This can be explored with reference to the text. How do the different characters respond to the arrival of the motor car? Explore chapter six - 'Mr Toad'. What roles do they take on to 'save' Toad? Note the formality of the magistrate's language on p. 116. Comic devices throughout.</p> <p>Hook – Trip to local river – pond dipping exercise.</p>

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