



Developing a Teaching Sequence based on a Quality Text

Dec 2021

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Agenda



- The rationale...
- Identifying the phases of the teaching sequence
- How to use the planning toolkit
- Using a quality text to plan a sequence of lessons to develop key reading and writing skills
- Phase 1 – the explicit teaching of reading skills – thinking out loud, modelling the skills
- Phase 2 and 3 – preparing for writing and scaffolding the writing process
- Planning and Progression in skills

Resources to support



Prior to planning the Literacy unit, a cold write should be carried out (outside Literacy sessions) and analysed to identify 3 specific skills to focus upon: Word / Sentence / Punctuation. Next steps from the Cold Write should be identified and shared with pupils.

Phase 1 - Reading as a Reader				
A combination of shared, guided and independent reading is recommended when teaching reading so there should be lots of opportunities for shared, guided and independent reading planned into this phase. The teacher models the reading skill and then the children practise and apply it in guided and independent reading sessions (see Trust exemplar lesson plan for shared and guided reading in toolkit for further details on lesson structure). When reading aloud to the children during shared and guided reading session, use a range of strategies to build fluency e.g. choral, echo reading (see Strategies for Reading Fluency toolkit for further details). It is recommended that guided reading session be taught outside of the Literacy lessons. Objectives for these sessions should be taken from the Trust progress documents . Additional VIPERS lesson can be taught to supplement the reading focus, especially in weeks 2 and 3 when the focus is predominantly on writing.				
Week 1: Session 1	Session 2	Session 3	Session 4	Session 5
<p>Immerse /hook/engage – use of artefacts/objects pictures linked to text.</p> <p>Introduce the text: Front cover (for narrative) - the big reveal, first point of access to the text – what do you think the text might be about and why? Tell me more....</p> <p>Vocabulary - pre teach selected words from the text – e.g. 3-5 tier 2 and 3-5 tier 3 words. Display on working wall and refer to throughout the week.</p> <ul style="list-style-type: none">Specific Reading (VIPER) skill explicitly taught: to predict	<p>Reading Comprehension Recap key vocabulary</p> <ul style="list-style-type: none">Specific Reading domain (VIPERS) explicitly taught e.g. to infer meaning from picture or text <p>Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as pupils' own copy.</p> <p>Support and extension – text can be pre-read for those pupils who need it. Most able pupils can move onto task more quickly and be extended through the activity.</p>	<p>Reading Comprehension Recap key vocabulary (add more as you go)</p> <ul style="list-style-type: none">Specific Reading domain (VIPERS) explicitly taught e.g. to infer meaning from picture or text <p>Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy.</p> <p>Model use of specific reading skills (e.g. prediction and</p>	<p>Reading Comprehension Recap key vocabulary (add more as you go)</p> <ul style="list-style-type: none">Specific Reading domain (VIPERS) explicitly taught e.g. to infer meaning from a text <p>Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy.</p> <p>Model use of specific reading skills (e.g. prediction and</p>	<p>Reading Comprehension Recap key vocabulary (add more as you go)</p> <ul style="list-style-type: none">Specific Reading domain (VIPERS) explicitly taught e.g. to summarise (KS2 /sequence (KS1) <p>Read next few pages of text – focus on short section of text in detail (or different text of same genre for non-fiction as necessary). Copy needed on IWB for annotation as well as own copy.</p> <p>Model use of specific reading skills (e.g. inference and summarise / sequence) and reading as a reader -</p>

Writing for a Purpose

**Guidance notes for the four
writing purposes in KS1 & 2**



Intended Learning outcome

Purpose

- Blog
- Video diary
- Library books
- Book making
- Illustrated page

Entertain

Inform

Persuade

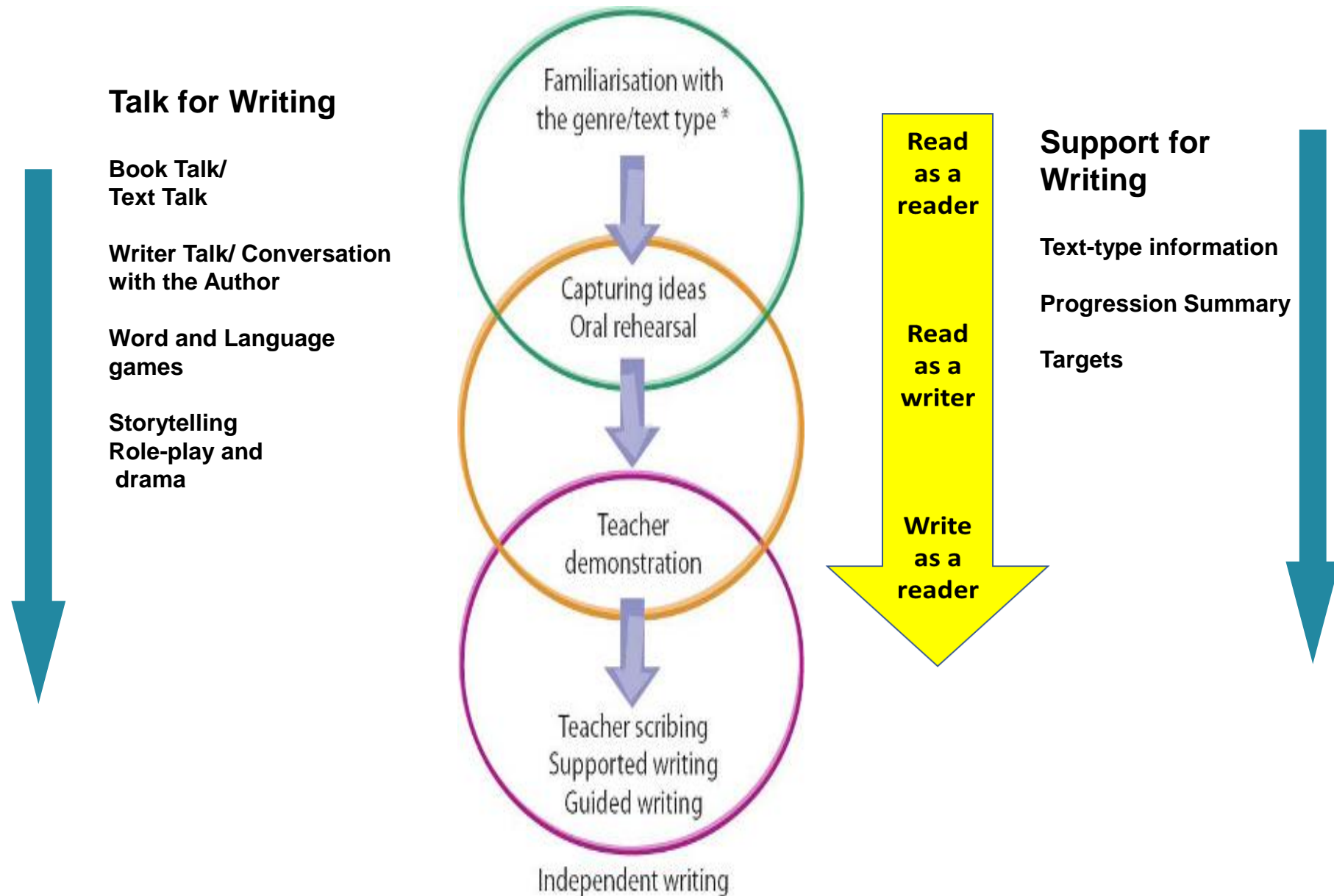
Discuss

Audience

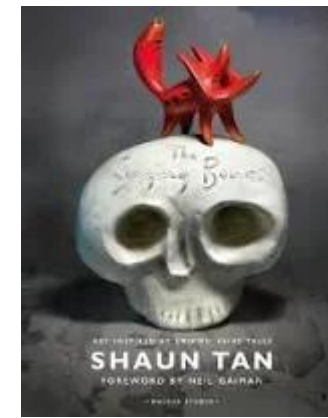
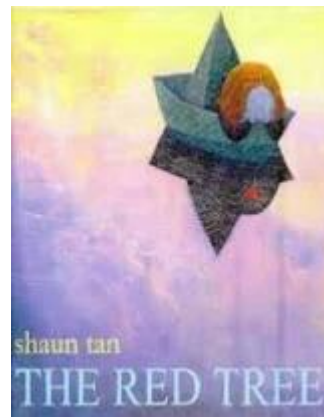


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Gods and Mortals	Gods and Mortals	One Small Step	Below the Canopy	Best Foot Forward	Best Foot Forward
Enrichment experience	Greek Day	Lego Workshop	Visit Space Centre (Leicester) Or Planetarium Visit – Black Hole	'Virtual Tour' of the Rainforest / Living Rainforest visit	Visit to Dr Martens (Woolaston) Visit to Shoe Museum	Visit to Barker's (Earls Barton)
Key Texts	Greek Myths for Children (Usborne) Greek Myths for Young Children (Marcia Williams)	Who let the Gods out? (Maz Evans) class reader Non Fiction texts about Electricity / Archimedes / Edison	Cosmic – Frank Cotterill Boyce (Class Reader) Dr Maggie's Grand Tour of the Solar System – Dr Maggie Aderin- Pocock Hidden Figures – Margot Shetterly	The Great Kapok Tree and The Shaman's Apprentice – Lynne Cherry The Explorer – Katherine Rundell (class reader) Where the Forest Meets the Sea / Window – Jeannie Baker	The Wonderful Wizard of Oz – L. Frank Baum (class reader) Ariba – Masha Manapov	The King who Banned the Dark – Emily Haworth-Booth (class reader) Orchard Book of Shakespeare – Romeo and Juliet Sonnets
Literacy	Narrative (Entertain) - Myths	Inform - Biography of Archimedes / Edison Poetry – Free Verse	Recount (entertain) – Newspaper article	Discussion – Deforestation vs Urbanisation Persuasion – Letters about deforestation	Narrative (Entertain) Character Description – alternative companion for Dorothy	Inform - Shoes Poetry – Shakespeare focus with Sonnet outcome.
Cross Curricular writing	History – Information text about a Greek God	Science Instruction – How to create a complex circuit.	History: Biography of an American (Henry T Ford; Neil Armstrong)	Science: Explanation of a life cycle	History: Recount – magazine article about a shoe factory	DT: Design / Make / Evaluate a product (Slipper) Persuasion - Advert for their slipper
Maths	Number: Place Value Number: Four Operations	Number: Four Operations Number: Fractions	Number: Decimals and Percentages Y6 – Algebra Measurement: Converting Units	Statistics Number: Ratio Measurement: Perimeter, Area, Volume	Geometry: Properties of Shape Position, Direction and Movement Y6 - SATS	Consolidation and Investigations
Science	Physics: Forces and mechanisms – levers and pulleys.	Physics: Electricity	Physics: Earth and Space + Forces (gravity)	Biology: Living things in their habitat; life cycles, growth and change	Chemistry: Properties of Materials	Physics: Light
	Working Scientifically (Procedural Knowledge) is taught throughout each unit					
History	Achievements of the earliest civilizations: Ancient Greece	Achievements of the earliest civilizations: Ancient Greece			Local area study: Northampton Shoe industry. Dr Marten's Barker's	Local area study: Northampton Shoe industry. Dr Marten's Barker's
	Working Historically (Procedural Knowledge) is taught throughout each unit					

Teaching Sequence



Shaun Tan

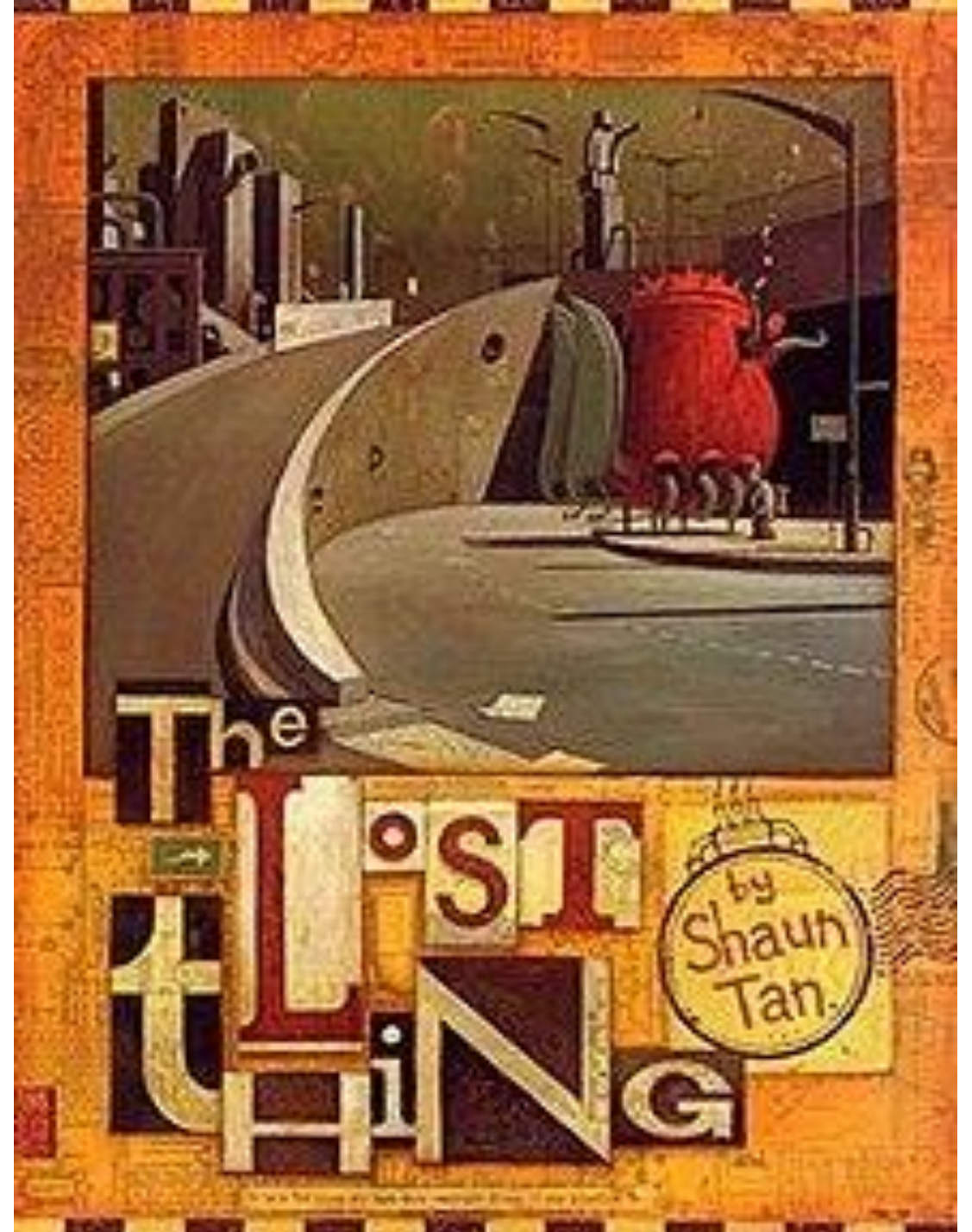


Shaun Tan (born 1974) is an Australian artist, writer and film maker. He won an Academy Award for *The Lost Thing*, a 2011 animated film adaptation of a 2000 picture book he wrote and illustrated. Other books he has written and illustrated include *The Red Tree* and *The Arrival*.

Tan was born in Fremantle, Western Australia, and grew up in the northern suburbs of Perth, Western Australia. In 2006, his wordless graphic novel *The Arrival* won the Book of the Year prize as part of the New South Wales Premier's Literary Awards. The same book won the Children's Book Council of Australia Picture Book of the Year award in 2007 and the Western Australian Premier's Book Awards Premier's Prize in 2006.

The Lost Thing is a humorous story about a boy who discovers a bizarre-looking creature while out collecting bottle-tops at the beach. Having guessed that it is lost, he tries to find out who owns it or where it belongs, but the problem is met with indifference by everyone else, who barely notice its existence. Strangers, friends, parents are all unwilling to entertain this uninvited interruption to day-to-day life. In spite of his own reservations, the boy feels sorry for this hapless creature, and attempts to find out where it belongs.

‘a kind of ‘retro-future’ suburb where there were almost no living things left, aside from people, and that everything was very dull and suffocating, but nobody cared very much about this.’





The secret to planning is to....

sdrawkcab kroW.....

What will the written outcome of the unit be?

Year 4

Text type:

Story with a dilemma/issue

Purpose:

To entertain/engage the reader/to explore issues or dilemmas.

Audience:

Year 5 pupils/parents/class book

Learning outcome:

To write a short story with an issue/dilemma

Narrative – Stories that raise dilemmas

Specific features and structures of some narrative types

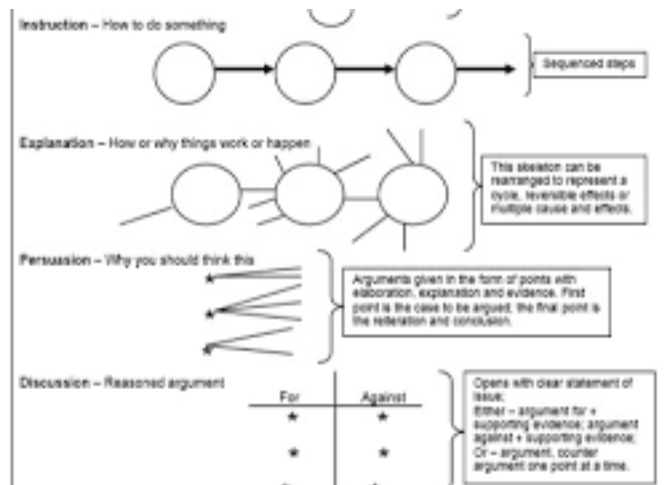
Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Purpose:

To entertain and to explore issues or dilemmas.

Generic structure	Language features	Knowledge for the writer
<p>The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with.</p> <p>The narrative makes the waiting interesting by adding to the suspense, for example by increasing the complexity or gravity of the dilemma or by threatening the right/chosen course of action. (The main character has decided to apologise just in time and is on the way to do so but has an accident and is taken to hospital - soon it will be too late.)</p> <p>Most forms of narrative can include stories which raise dilemmas.</p>	<p>Characterisation is fundamental. The main characters are often well-established from the beginning with additional detail such as background, history or interests included. The reader understands why a character feels the way they do.</p> <p>Key characters also develop and change over time, usually <u>as a result of</u> the events that take place in the story and particularly as a result of the dilemma they face and their resulting actions.</p> <p>Description, <u>action</u> and dialogue are all important for developing and deepening character and showing both why and how someone has changed.</p>	<p>Make sure the dilemma or issue to be faced is a <u>really tricky</u> one to deal with. If there is no easy or obvious answer, it will be even more interesting to read what your main character decides to do.</p> <p>If characters change during the story, decide how to show this.</p> <p>Do they behave differently? Do they speak differently?</p>

The Cold (have a go) and Hot Write (show off).....



Planning

Whole Class Marking Feedback

<p>Successes: What did we do really well?</p>	<p>The best pieces included:</p>
<p>Good examples of words/phrases:</p>	<p>What can we do to improve next time:</p>



Unit: Fiction

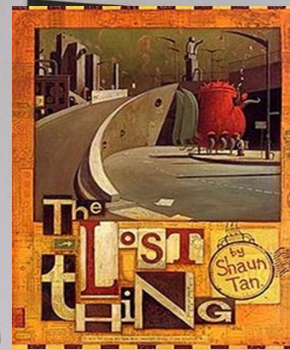
Year group: 4

Writing outcome:

To write a conflict story

Book/s we will look at: -

- The Lost Thing by Sean Tan
- The Promise by Nicola Davies
- The boy in the tower Polly Ho-Yen
- The Tin Forest by Helen Ward



During this unit we will be learning to:

Phase 1 – VIPERS	Phase 2 – Becoming a text-pert!	Phase 3 – Writing
<ul style="list-style-type: none"> • Make predictions based on information implied. • Infer from pictures and texts. • Make comparisons across texts. • Evaluate an authors use of language. 	<ul style="list-style-type: none"> • Identify the features of a story. • Use a range of fronted adverbials. • Use relative clauses. • Build cohesion across a paragraph. 	<ul style="list-style-type: none"> • Describe a story setting. • Plan and develop a character description. • Plan a conflict story. • Edit my work for errors with spelling and punctuation.

Vocabulary
Spellings

Targets from Cold Write

The Big Reveal.....

Apathy
Fantasy
Dystopia
Friendship
Monotony



The Hook...

Ink waster

LOST



Fast Poem

1 Noun

2 adjectives

3 adverbs

4 verbs

Lost

Alone, afraid,

Searching, scanning, pounding, racing,

Frantically, desperately, wildly,

Lost

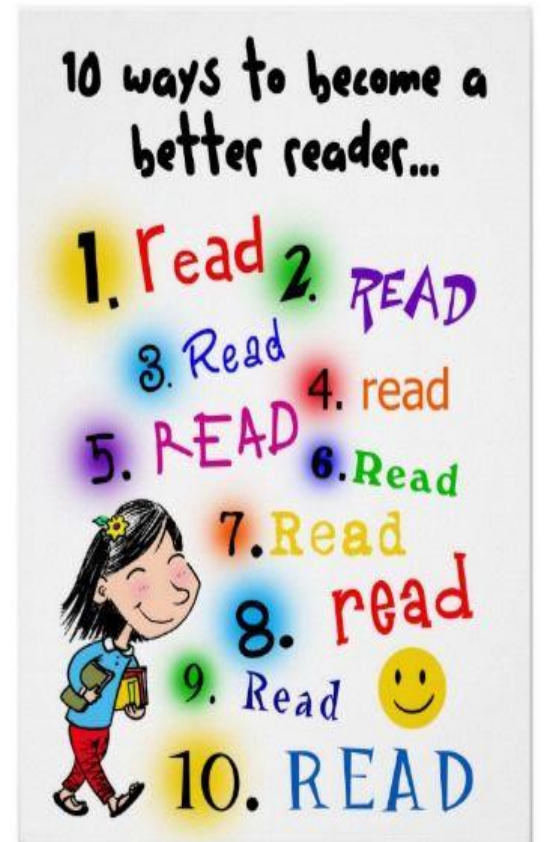


Phase 1 – Reading

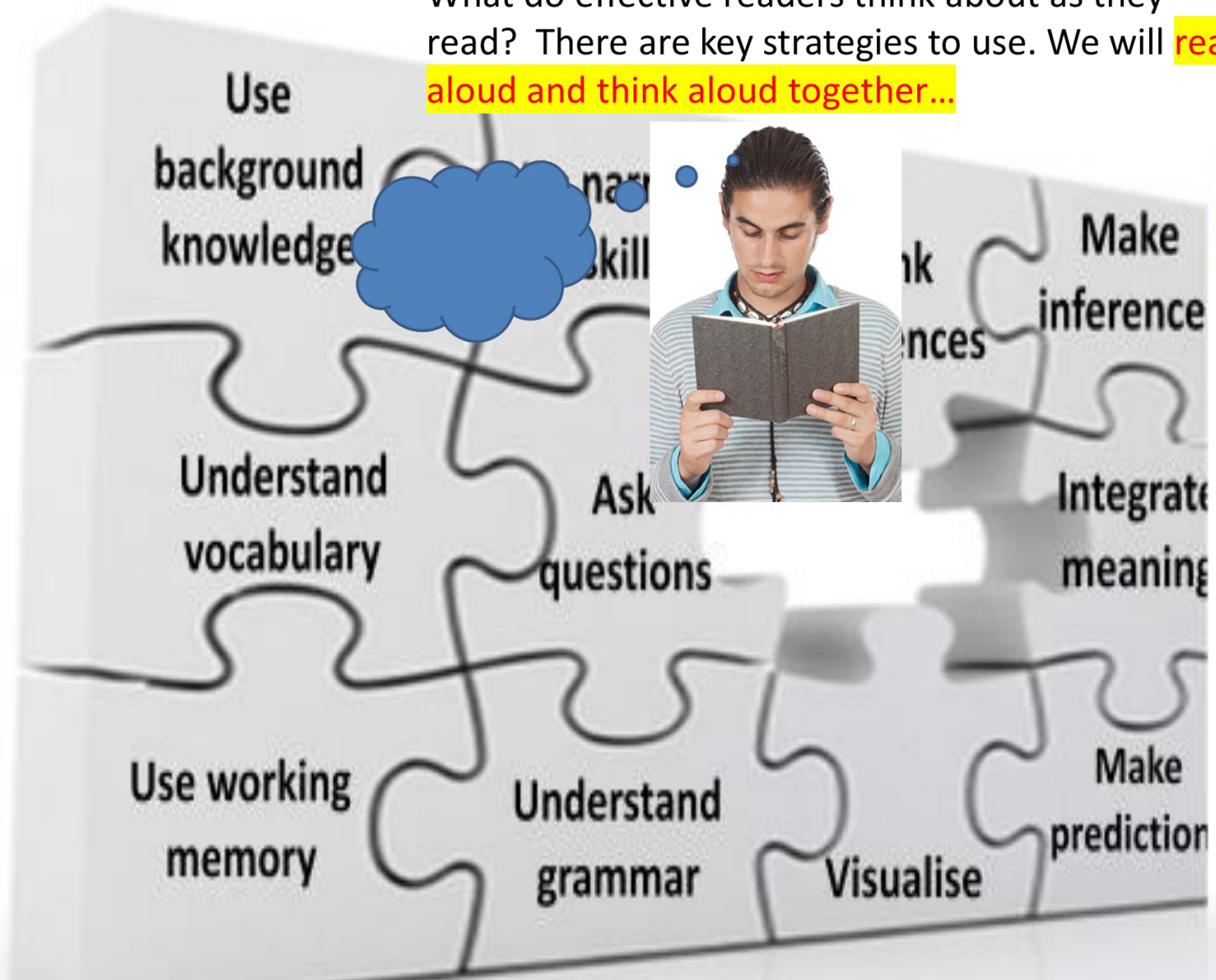
Explicitly teach and model the skills of being an active reader in shared reading sessions. Practice and apply these skills in guided and independent reading.

- activate prior knowledge
- vocabulary
- predict
- visualise
- infer
- authorial intent

Respond and engage



What do effective readers think about as they read? There are key strategies to use. We will **read aloud and think aloud together...**



Word Reading	<ul style="list-style-type: none"> Read Set 1 graphemes and words with these in Read Set 2 <u>graphemes</u> and words with these in Read Set 3 graphemes and words with these in <p>Read red words (common exceptions words) from Year 1 and spot unusual letter sound correspondences.</p> <p>Read words containing known graphemes that have endings -s, -es, -ing, -ed, -er, and -est</p> <p>Read words with more than one syllable that contain known graphemes</p> <p>Check that what I say matches the expected letters and graphemes across the word.</p> <p>Read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll</p>
Additional Decoding Skills	<p>Check the text makes sense when reading and self-correct when mistakes are made.</p> <p>Try to correct "on the run"</p> <p>Repeat words or phrases to check / confirm or problem solve</p> <p>Re-read sentences and books to build up fluency and confidence in word reading</p> <p>Show awareness of a range of punctuation marks.</p>
V Vocabulary	<p>Talk about word meanings and link new meanings to these.</p> <p>Discuss the significance of the title and events</p> <p>Join in with predictable phrases</p>
I Infer	<p>Make inferences on the basis of what is being said and done.</p> <p>Begin to link what is read or heard read to my own experiences</p>
P Predict	<p>Predict what might happen on the basis of what has been read so far.</p>
E Explain	<p>Become very familiar with key stories, fairy stories and traditional tales and retell them.</p> <p>Explain clearly what is understand when someone reads.</p> <p>Participate in discussions about what is being read, taking turns and listening to others</p> <p>Locate some pages / sections of interest.</p>
R Retrieve	<p>Recall specific information from my reading</p>
S Sequence	<p>Understand what is read and retell it in sequence</p> <p><i>Identify simple features (language / structure) of key stories and simple non-fiction. (font styles, labels, titles, captions)</i></p>
Additional (Genre)	<p>Listen to and discuss a wide range of poems, stories and non-fiction</p> <p>Begin to appreciate rhymes and poems and recite some by heart.</p>

lost	weird	stared	belong
ordinary	sad	slouched	wandering
beach	busy	investigate	city
thing	intrigued	baffled	dark

Friday 27th February 2018

T: learn to read and understand new vocabulary.

Text Crunch

Below are some of the words that carry meaning in our new book:
The Way Back Home

Read them with your group and colour code them.

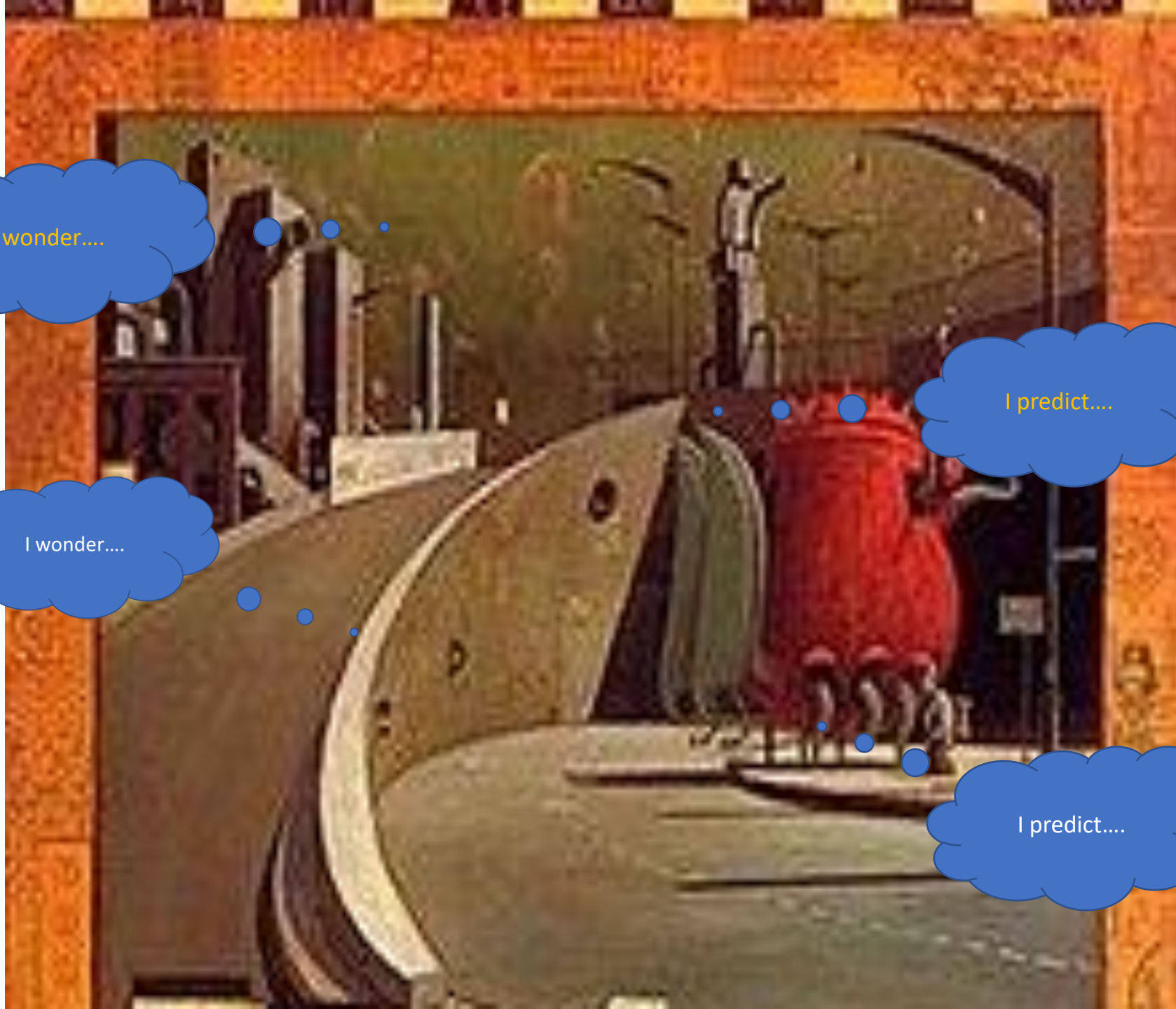
Red - I cannot yet read the word and I do not know what it means.

Orange - I can read the word but I do not know the meaning of it.

Green - I can read the word and I know what it means.

Once	feared	torch	space
dark	aeroplane	wondered	Martian
afraid	spanner	noises	alone
thought	out	higher	earth
fix	moon	plane	engine

(T)



I wonder....

I wonder....

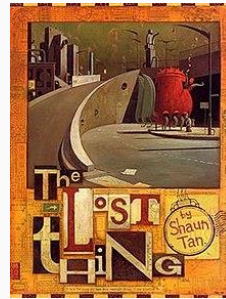
I predict....

I predict....



What I think

What I know



Tell Me



Likes

Dislikes

**Puzzles/
Surprises**

**Patterns/
Connections**

Step 1: Eliciting response

After careful reading of a shared text the teacher initiates 'book-talk' with very open invitations such as:

- 'Tell me what you thought/felt about...'
- 'What came into your mind when you read...'
- 'Have you come across anything like this before?'

Step 2: Extending response

The teacher focuses on extending children's responses with prompts such as:

- 'Tell me more about...'
- 'What led you to think that?'
- 'Can you extend/unpack that idea for us?'

Step 3: Encouraging critique

Frequently groups of children can be supported and encouraged to feed off each other's thinking and talking, with prompts such as:

- 'Do you agree?'
- 'Did anyone have a different response to that story/paragraph/sentence/word?'

Make Connections

This reminds me of a time when I ...

I know about this topic because I ...

The setting of this book is just like ...

This book is something like ...

What's going on in this book is just like what's happening in ...



Ask Questions

Before I read this text, I wondered about ...

While I'm reading, I try to figure out ...

After I read, I ask myself ...

I wonder why ...

What does this word mean? Why did _____ do that? What is going to happen next? Why did the author put that part in there? I have questions about this part because it doesn't make sense. I need to make sure I read it right. If I reread and fix a mistake, that might answer my question.



What can be inferred?

Infer a
personality trait

Infer a feeling

Infer a reason

Infer using pictures (to break in)

Infer using texts

Infer an
atmosphere

Infer an event

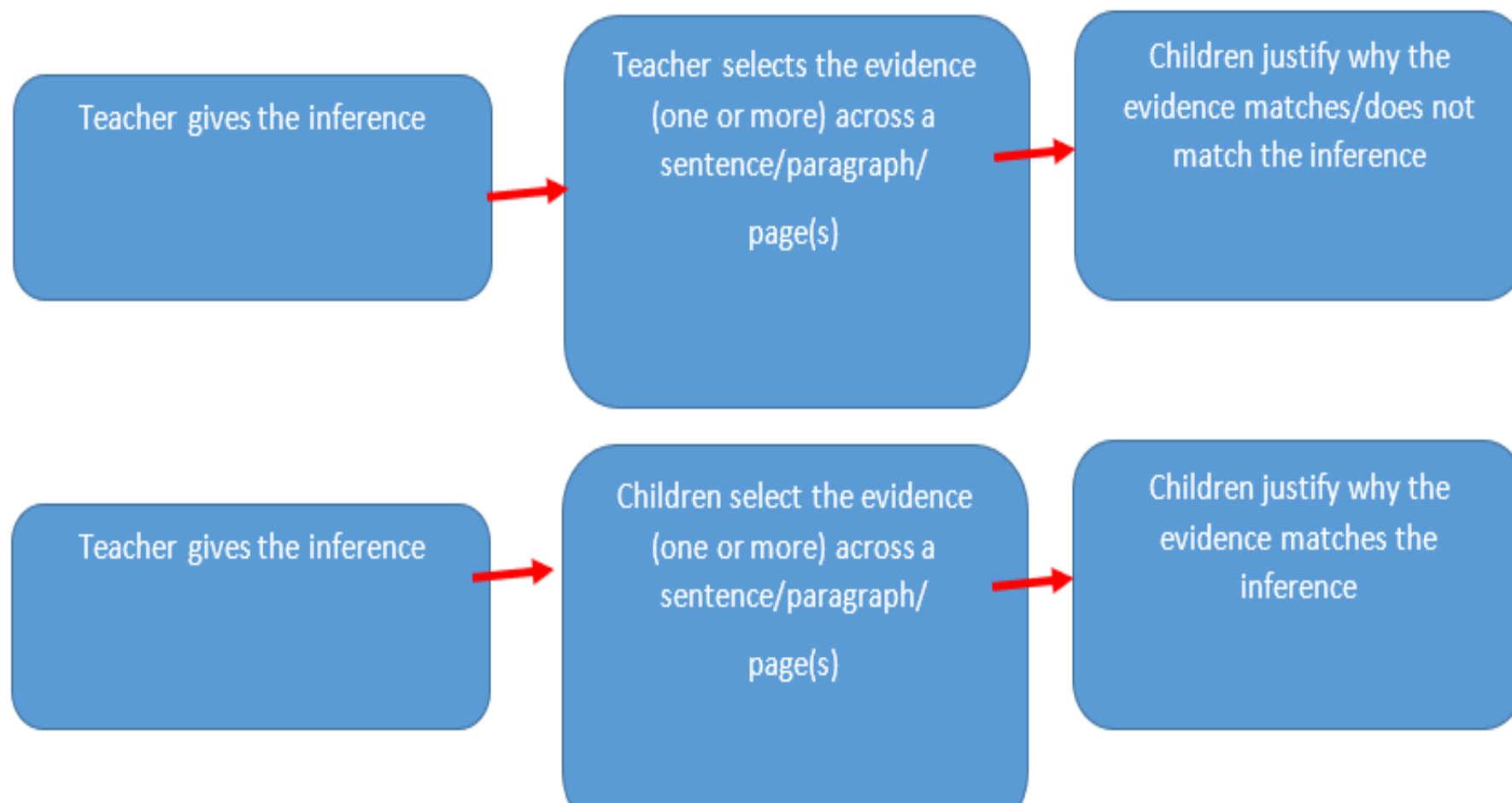
Infer an
impression

We can teach inference as **reverse and forward inference**. Many questions are presented as reverse inference so initial teaching should focus on refining and mastering this first.

-To make year group appropriate, we can vary the area from where the evidence is being selected and the number of pieces used across a sentence/paragraph/page(s).

-Evidence should be encouraged to be found as one word, phrases and sentences from the text.

Reverse Inference (MOST commonly used)



What do you notice?



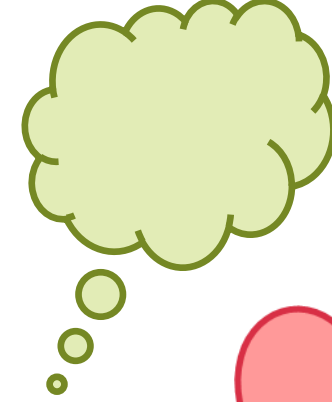
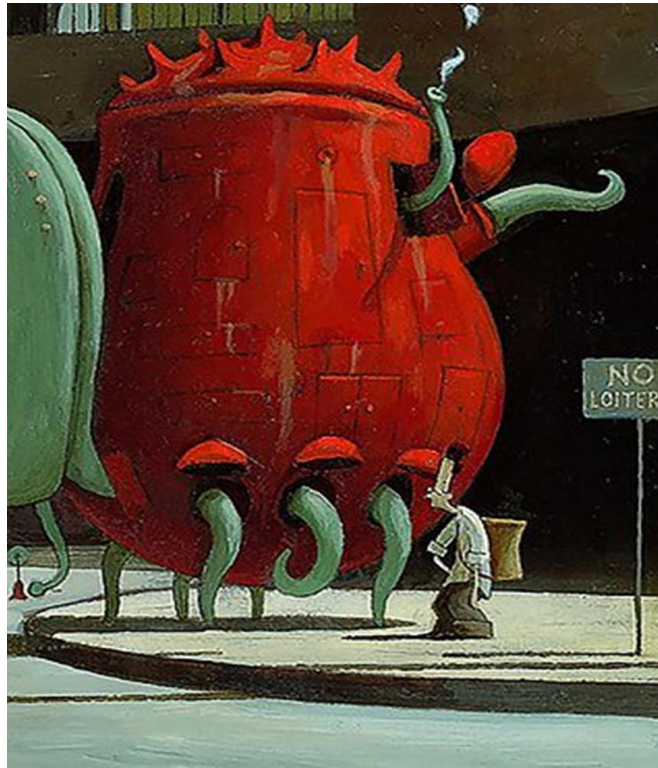
Reverse
Inference

Inference Calculations

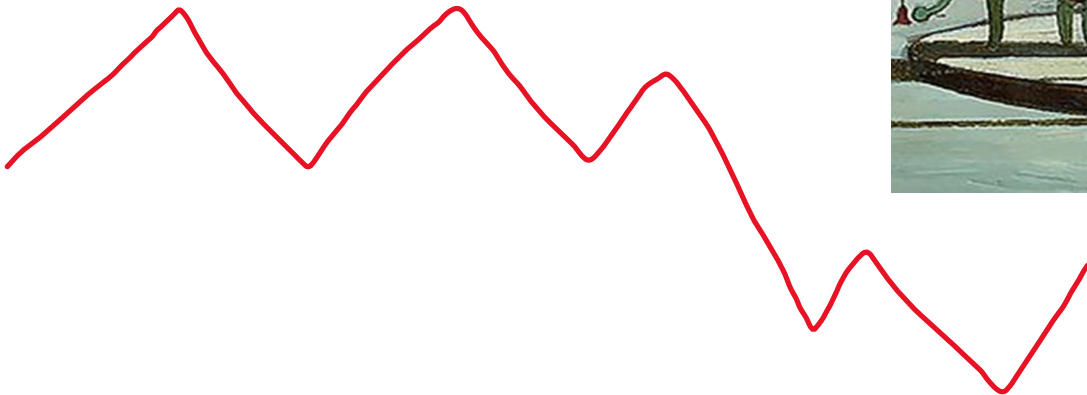
Idea 1 + Idea 2 = Could mean

Because there are people on the beach..	+	The sky is blue and there are only a few clouds	=	It could be summer/it could be the weekend
There are lots of tall buildings..	+	There are traffic lights and street signs	=	It could be set in a big city
	+		=	
	+		=	

Forward
Inference



because...



excited

eager

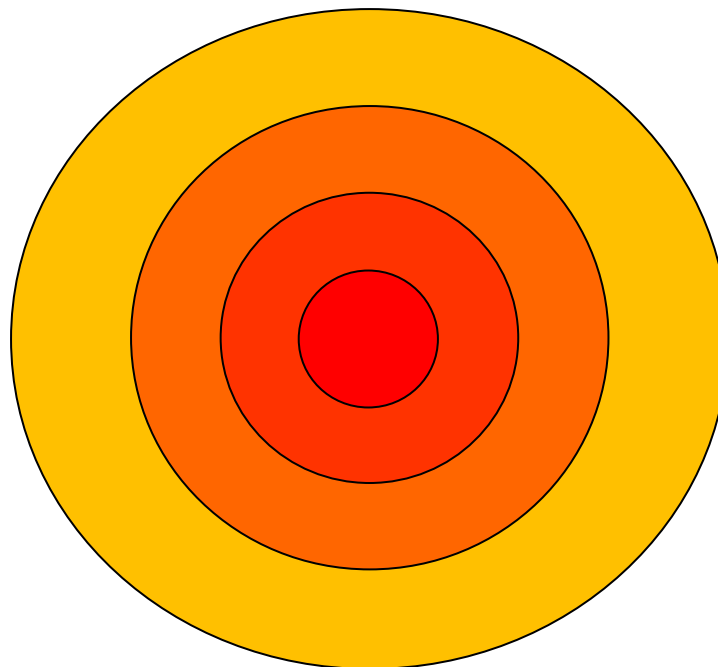
enthusiastic

thrilled

motivated

enthused

inspired



nervous

concerned

worried

unsure

apprehensive

edgy

uneasy

Role on Wall

Name _____ Date 23.1.16

WALT: Infer information about the boy's thoughts and feelings.

Characteristics and descriptions

He is a boy
He wears glasses
He is a bottle top collector
He carries a book
The boy is curious because he is interested in the lost thing
He is a boy
He wears glasses
He is a bottle top collector
He carries a book
The boy is curious because he is interested in the lost thing

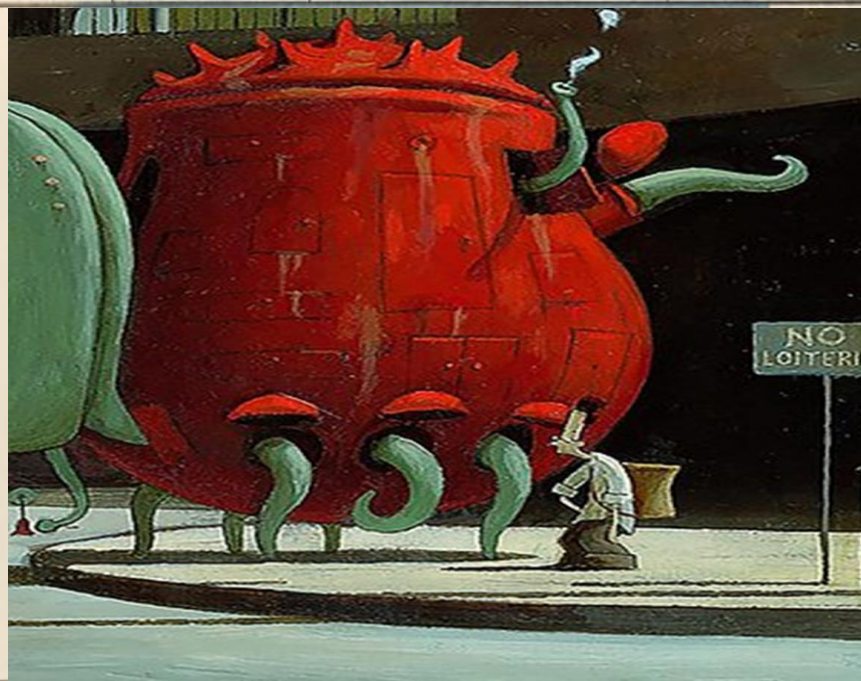
Thoughts and feelings

exstatic
joyful
surprised
anxious
excited
surprised
worried
In Australia

the boy

Learning objective achieved

Punctuate your sentences correctly.



Observe

- I can see pocket-sized, colourful shell houses on the back of some turtles.
- I can see that the turtles backs have loads of light, delicate swirls.
- I can see, plot of tiny, glassless windows on each shell house.
- I can see the turtles are all going in one direction.
- I can see distant, green things that look mysteriously human.

Wonder

- I wonder if the smooth, swimming turtles are under a spell to swim fast?
- I wonder where they are going with the charming, neat shells on their backs?
- I wonder how many of the beautifully embroyded turtles there are swimming?
- I wonder how long the turtles have been swimming.

Infer

- I think loads of different creatures live in the houses because of all the different shapes and sizes.
- I think every turtle has a "giant", bustling city on it's shell.
- I think all the creatures in the city are too shy to leave because of how busy it is.
- I think the middle turtle is young and new because of it's smooth, fixed face.

Visualisation



We arrived at a tall, grey building with no windows. It was pretty dark in there, and it smelt like disinfectant.

‘I have lost a thing,’ I called to the receptionist at the front desk.

‘Fill in these forms,’ she said.

The lost thing made a small, sad noise.

I was looking around for a pen when I felt something tug at the back of my shirt.

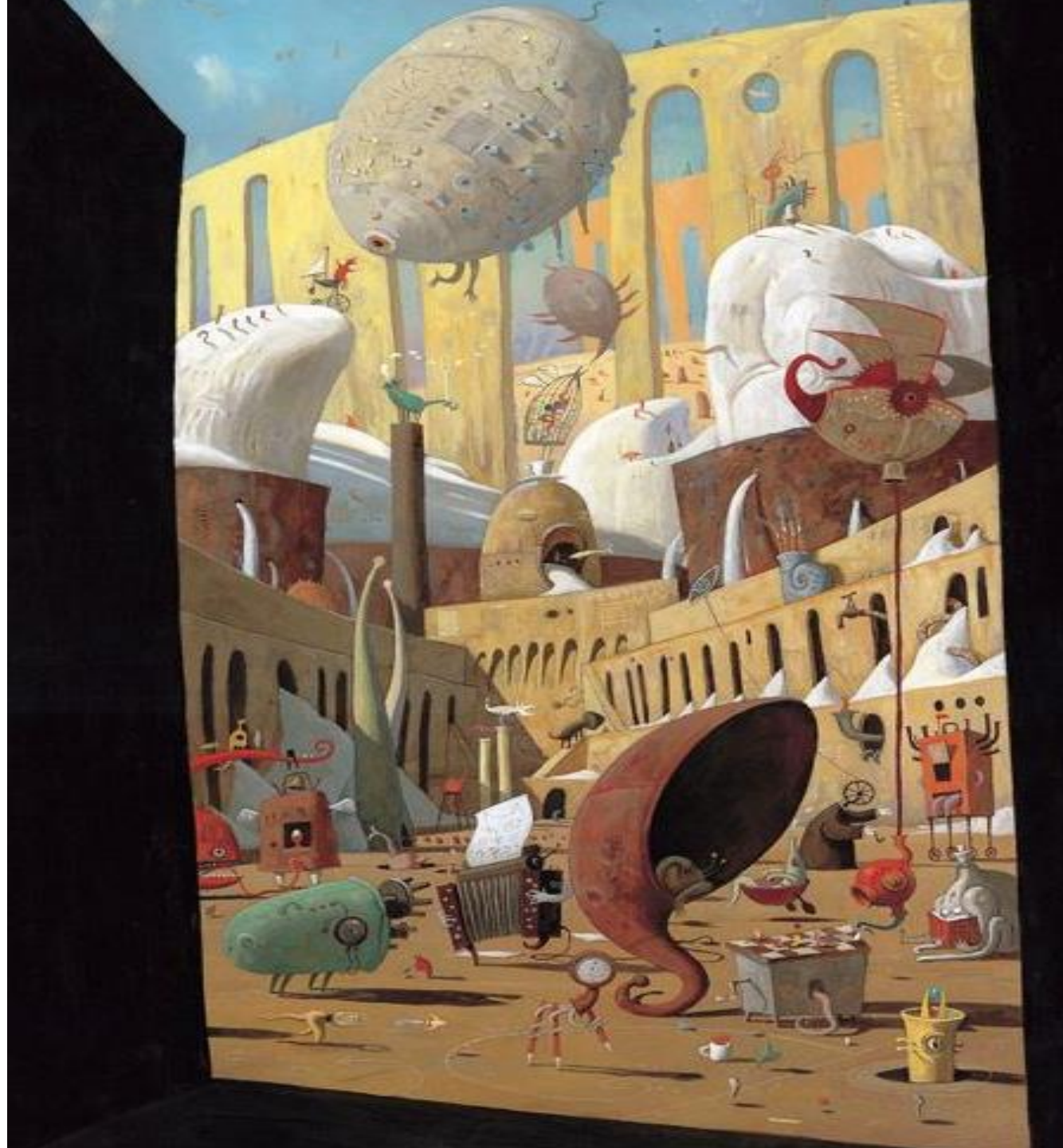
‘If you really care about that thing, you shouldn’t leave it here,’ said a tiny voice.

‘This is a place for forgetting, leaving behind, smoothing things over. Here, take this.’



It was a business card with a kind of sign on it. It wasn't very important looking, but it did seem to point somewhere.





Drama



- Role on wall
- Freeze frame/ thought tap
- Conscience alley
- Question for the character

Phase 2 – writing

Purpose:

To identify and explore language and layout features

Focus on key skills needed to be successful

To practise key skills (grammar)

- Evaluate
- Replicate
- Experiment

Talk the text and replicate



Remember: teach then practise through teacher led application

Working Wall

Model Text

Cold Write

Year 4 objectives

The Lost Thing by Shaun Tan



So you want to hear a story?

Well, I used to know a whole lot of pretty interesting ones. Some of them so funny you'd laugh yourself unconscious, others so terrible you'd never want to repeat them. But I can't remember any of those. So I'll just tell you about the time I found that lost thing.

This all happened a few summers ago, one rather ordinary day by the beach. Not much at all was going on. I was, as usual, working tirelessly on my bottle-top collection and stopped to look up for no particular reason. That's when I first saw the thing.

I must have stared at it for a while. I mean, it had a really weird look about it – a sad, lost sort of look. Nobody else seemed to notice it was there. Too busy doing beach stuff, I guess. Naturally, I was intrigued. I decided to investigate.

Sure didn't do much. It just sat there, looking out of place. I was baffled. It was quite friendly though, once I started talking to it. I played with the thing for most of the afternoon. It was great fun. Yet I couldn't help feeling that's something wasn't quite right.

As the hours slouched by, it seemed less and less likely that anybody was going to take the thing home. There was no denying the unhappy truth of the situation. It was lost.

- Conjunctions to show the passage of time, place and cause
- Use of fronted adverbials
- Use of noun phrases expanded by modifying adjectives, nouns, prepositional phrases
- Appropriate choice of pronoun or noun to add cohesion and avoid repetition
- Tenses used mostly correctly
- Use of correct punctuation for direct speech
- Innovate/invent own story adding details to paragraphs, organising ideas around a theme (e.g. develop and expand ideas within chapters)

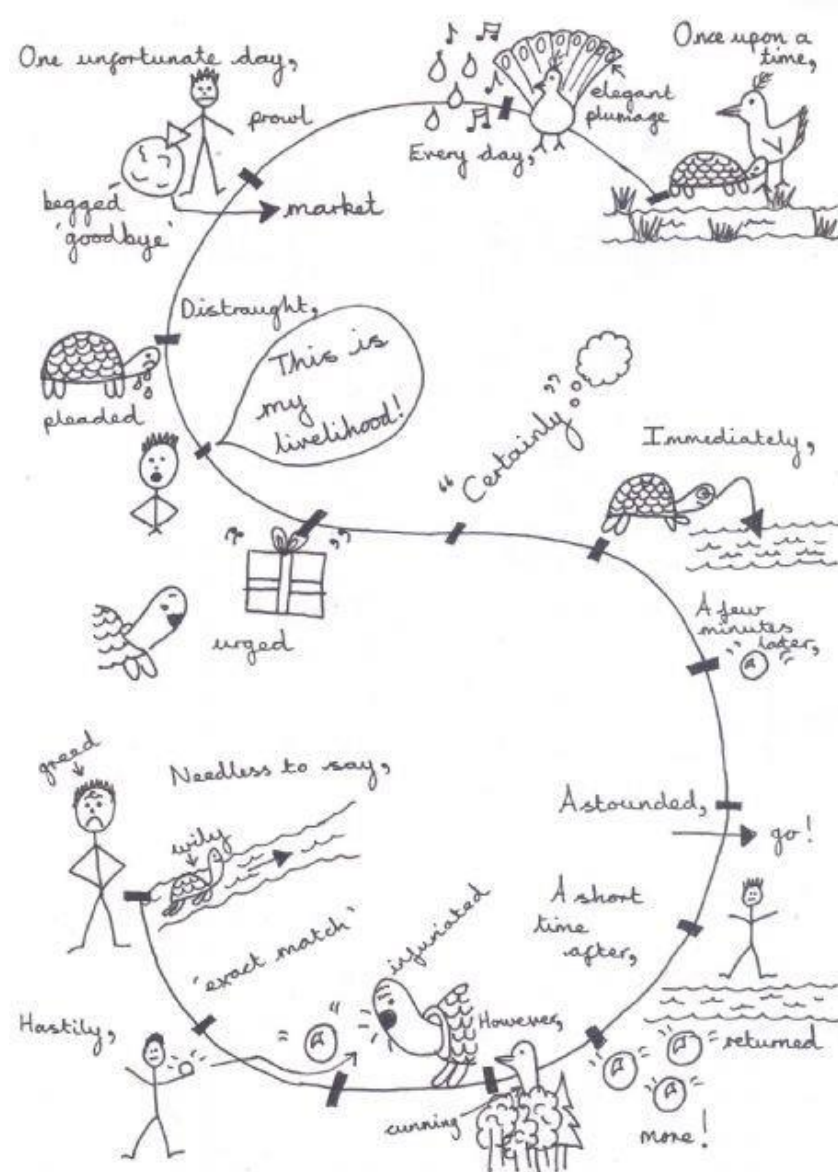
Setting and characters

Sequencing the story



- Tram into city
- On the beach
- Pete's home and the boy's home
- The city – The Federal Department of Odds and Ends
- Tram journey
- The Lost Thing's home?

Text Mapping/Oral rehearsal



Boxing up the story

Direct address to the reader. Narrators voice sets the scene	The future? Beach/city/summer/week end	
Describes setting Introduces character	Beach/Streets	
Introduces problem/dilemma	Boy's house, Pete's House, days go by, day/night....	
Journey to solve problem, characters they meet, places they visit	The Federation of Lost Things	
Finds a special place for lost things, he seems happy.....	His new home?	

So you want to hear a story?

First
person

Rhetorical
question

Well, I used to know a whole lot of pretty interesting ones. Some of them so funny you'd laugh yourself unconscious, others so terrible you'd never want to repeat them.

Repetition
for effect

But I can't remember any of those.

conjunctions

So I'll just tell you about the time I found that lost thing.

Hiding identify of
key character

What effect is the writer trying to achieve?
How has he/she achieved this?

Adverbial
phrase

Past tense

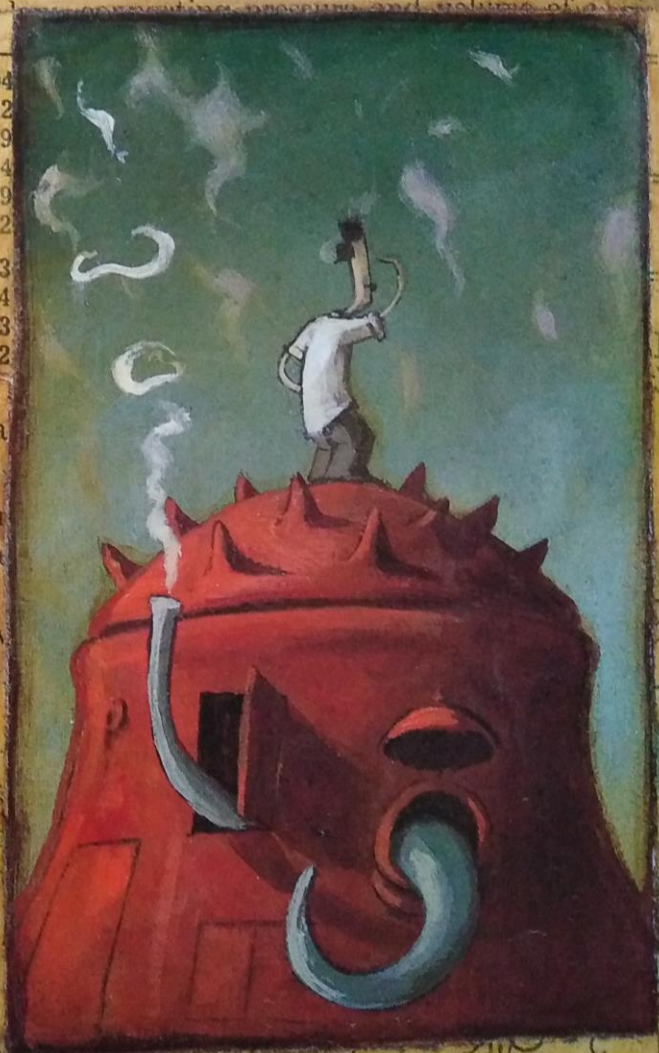
Expanded noun
phrase

This all happened a few summers
ago, one rather ordinary day by the
beach. Not much at all was going
on. I was, as usual, working
tirelessly on my bottle-top
collection and stopped to look up
for no particular reason. That's
when I first saw the thing.

adverbs

Synonymous
reference
repeated -
cohesion

As the hours
slouched by, it
seemed less and
less likely that
anybody was
coming to take
the thing home.
There was no
denying the
unhappy truth
of the situation
It was lost.



Phase 3 – writing

Purpose: To apply knowledge independently

Similar idea – change context

- Plan, draft and edit their own text – impact on the reader
- Apply knowledge and skills
- Give it time!
- Model each stage
- Impact on the reader
- Celebrate and share the final written outcome
- Evaluate

Purpose

Audience

Boxing up own story

Direct address to the reader. Narrators voice sets the scene	The future? Beach/city/summer/wee kend?	
Describes setting Introduces character	Beach/Streets	
Introduces problem/dilemma	Boy's house, Pete's House, days go by, day/night....	
Journey to solve problem, characters they meet, places they visit	The Federation of Lost Things	
Finds a special place for lost things, he seems happy.....	His new home?	

This all happened a several winters ago, one rather miserable day in the mountains. Not much at all was going on. I was, against my better judgement, working half-heartedly on my boring school assignment and stopped to look up for no particular reason. That's when I first saw the creature.

Teacher modelling

- Teacher model writing text with objective focus. Then children write applying skills learnt.
 - Orally rehearse sentences matching to text map.
 - Model how to edit and improve at the point of writing and at the end against success criteria.
-
- Teacher demonstration
 - Teacher scribe
 - Supported composition

Teacher demonstration

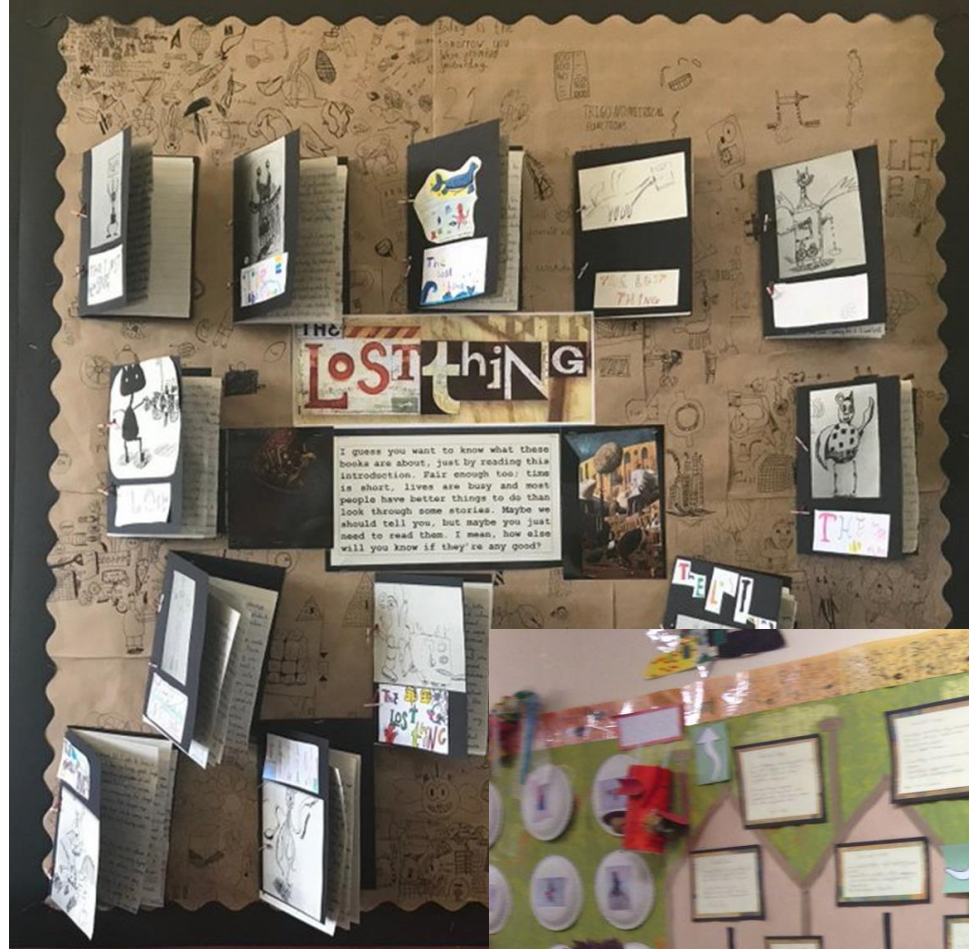
Most shared writing sessions begin with demonstration or modelling by the teacher. The teacher demonstrates how to write a text – how to use a particular feature, or compose a text type – maintaining a clear focus on the objective(s). The teacher narrates their thinking (speaking the process through out loud) rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. The teacher writes the sentence, rereads it and changes it again if necessary. Two sentences at least are demonstrated. The teacher does not take contributions from the children at this point but will expect the children to offer opinions on the teacher's choice of words or construction of sentences. Every so often shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far. The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children. It is important not to try to do too much teaching in these sessions but to move on to the children having a go

Teacher scribe

The pupils now make contributions building upon the teacher's initial demonstration. The teacher focuses and limits the pupils' contributions to the objective(s) e.g. previous sentence level work, reading of similar texts, word level work, displayed toolkits, writing frameworks, or planning teacher will explain its merits or ask the children to do so. The teacher may ask for a number of contributions before making and explaining the choice. If the children use dry-wipe boards, they can hold their contributions up for the teacher to read. The teacher can then decide either to choose a contribution that will move the lesson on quickly or a contribution which will stimulate discussion and offer the opportunity to make a teaching point.

Supported composition

The focus here is on the children's composition. Children might use dry-wipe boards or notebooks to write in pairs, or individually, a limited amount of text, sharply focused upon a specific objective. This needs to be swift and once sentences are complete they should be held up so that the teacher can make an immediate assessment. Successful examples can be reviewed with the class, whilst misconceptions are identified and corrected. The aim is to practise a number of times until the large majority, if not all, of the class have mastered the objective to the point where they can apply it when they write. Progress should be visible and swift.



English

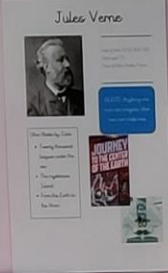
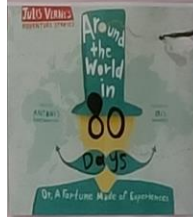
Our starting text is a picture book.

Vocabulary

Grammar Features

Layout

Success Criteria



Character	Notes
Phileas Fogg	naive - big bet
Inspector Fix	disembark
Acuda	at risk of enslavement
Housekeeper	circumnavigate

Phileas Fogg is impatient.

Inspector Fix is suspicious.

Acuda is confident.

Housekeeper is a member of the Reform Club.

Phileas Fogg is a member of the Reform Club.

Inspector Fix is a member of the Reform Club.

Acuda is a member of the Reform Club.

Housekeeper is a member of the Reform Club.

One theory is ... However...

With the arrival of a steam train and steamships, Phileas Fogg was able to...

Time - When?	Place - Where?
In 1872, 149 years ago, yet again	At the bottom of the acrobatic pyramid,
How - manner	Frequency - How often?
Enthusiastically, Inconspicuously, Using navigators, Frankly,	For the only time in his life,

Although Phileas Fogg was a very precise and exact man, he coped well with all the unexpected events.

- Subordinating conjunction
- Relative clause
- Subordinating clause about risk

Relative clause: Inspector Fix, who suspected Phileas Fogg was the criminal, he was searching for, followed him closely.

- Relative clause: Inspector Fix, who suspected Phileas Fogg was the criminal, he was searching for, followed him closely.

Verb Suffixes: exaggerated, circumnavigated, specialised, criticised, identified, magnified.

Verb Prefixes: disguised, demystified, misunderstood, misfortune, overestimated, reminded, reappeared.

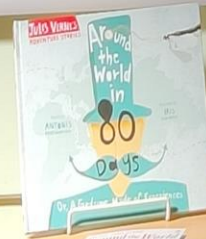
Character	Notes
Phileas Fogg	naive - big bet
Inspector Fix	disembark
Acuda	at risk of enslavement
Housekeeper	circumnavigate

Recall your own success criteria from here.

Character	Notes
Phileas Fogg	naive - big bet
Inspector Fix	disembark
Acuda	at risk of enslavement
Housekeeper	circumnavigate

title, heading, Introduction, Conclusion, Past tense, 3rd person.

Station! Wash your face in 20 seconds!



READING VIPERS	READING VIPERS	READING VIPERS	READING VIPERS	READING VIPERS	READING VIPERS
V ocabulary	I nter	P redict	E xplain	R etrieve	S ummarise
Find and explain meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what might happen from the details given and implied.	Explain what is going on in the text and identify key details.	Retrieve and record information from the text.	Summarise the main ideas from more than one paragraph.
What do the words ... and ... suggest about the character, setting and mood?	What is happening now? What happened before that?	What does the paragraph suggest will happen next? What will happen next?	What is the main message of the text?	What is the main message of the text?	What is the main message of the text?

Wo

English

Vocabulary

... of
... more

circumnavigate
-ing -ion
-ed

One theory is ...
however...

With the arrival
of a steam train - a
new and
much
faster
way of
travel
Philas Fogg was able to.

they eagerly
scrutinised
his plans.

affluent
synonym
(rich)

Grammar Features

Adverbials

Time - When?	Place - Where?
In 1872, 149 years ago, Yet again	At the bottom of the acrobatic pyramid,
How - manner	Frequency - How often?
Euphorically, Inconspicuously, Using navigation, Frankly,	For the only time in his life,

Although Philas Fogg was
a very precise and exact man,
he coped well with all the
unexpected events.

- Subordinating conjunction
- Comma after clause
- Subordinating clause doesn't need
verb as it's own

Relative Clause
Inspector Fix, who suspected
Philas Fogg was the criminal
he was searching for,
followed him closely.

- Relative Clause - doesn't make sense on its own.
- Main clause makes sense on its own.

Verb Suffixes

exaggerated
circumnavigated
specialised
criticised
identified
magnified

Verb Prefixes

distrusted
demythified
misunderstood
misfortune
overestimated
reminded
reappeared

Layout

Your choices

Box up plan - Around the World in Eighty Days

Purpose: To inform. Audience: Year 6. Form: Non-Chronological Report

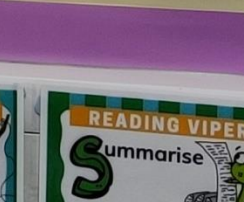
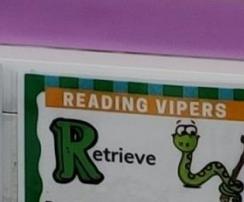
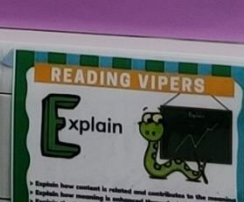
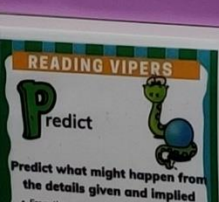
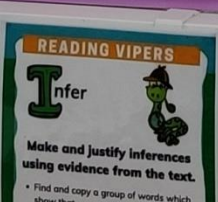
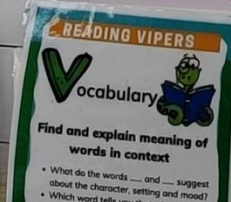
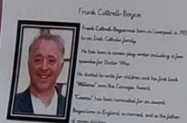
Title	Celebrating 150 years of the journey around the world in eighty days
Introduction	NO heading needed Introduce Philas Fogg and how he came to travel around the world. Also mention Panopticon and how he felt about it
Paragraph 1	Did he travel alone? Describe his life and country and suggest seems like an unlikely character to undertake such an adventure.
Paragraph 2	How did they travel? Include planning and preparation for each stage without internet, train, plane etc. Maybe use bullet points or include in table
Paragraph 3	What were the challenges he faced? Train track ran out Struggled to rescue Annie, find Panopticon
Paragraph 4	How did he do it? He used time lost in contingency days Make up time at some stages Include an explanation of his belief to his direction of travel
Ends	Choose from: • Map to show route - labelled • Fact box about another man who travelled around the world on a ship • Table of countries and modes of transport
Conclusion	The testing legacy

Success Criteria

Text Level - Structure and layout	
Title	Tells the reader what the report is about Answers the who, what, where.
Introduction	Gives brief information to engage the reader. May include a question
Main paragraphs	Have clear headings which may be questions Include clear and accurate factual and descriptive information Facts linked within paragraphs
Other ways to present information	First line Table Bullet points Labelled diagram or map Caption
Conclusion	Sum up all key points reader needs to remember
Text Level - Language Features	
Technical vocabulary	Relevant to the subject May need defining or explaining depending on the audience
Third person	Consider glossary if more than one or two. Keeps it impersonal
Appropriate tense consistently used	A historical report needs past tense Formal tone

Decide your
own
success
criteria
from
these ...

Grammar, Punctuation and Spelling	
Sentence Level	A subordinate clause beginning with the correct relative pronoun who, which, where, when, whose
Subordinate clauses	
Relative clauses	
Challenge level	• Non-defining relative clause when talking about a non-specific noun of the kind of the noun people enjoy using it so much. • Defining relative clause without comma and understanding why it does NOT have one (e.g. the noun needs to be defined e.g. The chocolate which was on the table was eaten by the dog.) • Within a paragraph (e.g. then, after that, the next)
Adverbial of time and place	All start of the sentence • Time (when e.g. afterwards) • Place (where e.g. upstairs in the distance) • Manner (how e.g. without warning) • Frequency (e.g. rarely)
Challenge - manner (e.g. degree)	Challenge - degree (e.g. completely exhausted)
Word level	• Nouns or adjectives into verbs using suffixes (e.g. the, the, the) • Verb prefixes (e.g. dis-, de-, mis-, over-, re-) • Homophones - their, there and there • Slang words
Introduction	
Conclusion	
Grammar	





ENGLISH

if

since

as

while

although

when

after

before

until

because

Purpose

To entertain

Hot Write

An extract from
a different
POV

- Inverted commas
- Sentence openers
- Conjunctions

Ronnie Robin

Adjective

An adjective adds information to a noun or pronoun.
The three adjectives covered through the day are: happy, sad, and angry.

Verb

A verb shows action. The verbs can be physical or mental.

Noun

A noun is a word that names a person, place or object.

Pronoun

A pronoun is a word that replaces a noun.

Adverb

An adverb adds detail to verbs, adjectives or other adverbs.

Conjunction

A conjunction links words, phrases and clauses together in a sentence.

Preposition

A preposition is a linking word that shows where or when something is.

After the Fall

Audience: Y5



startled
petrified
bewildered
devastated
anxious
concerned

V
O
C
A
B



① Intro to Ronnie
& Humpty
friendship



② Humpty
falls off
wall.

③ Ronnie
dives down
to help

④ Waiting
with
Humpty

★ Dan Santat ★



Examples of planning

English planning – Year 3

UNIT: Journey Story TEXT: A River DURATION: 15 days (suggested) DATE: 9.9.19				
MAIN WRITTEN OUTCOME: To write a short journey story Purpose: To entertain/inform Audience: Year 3 pupils/parents - to display in year 2 area. Phase 1- Phase 2-	Linked texts: Journey by Aron Becker Cross curricular links:	Hook: Cold Write:	Tier 2 vocab: Key objectives:	
Phase 1 - Reading				
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Predict</u> Discuss the front cover of the book. What do you think this story might be about? Write your idea on a post it <u>note</u> . Explain to the children that we	<u>Hook</u> Set up classrooms as different settings - use props, music, scenery to create the different settings in the text. Include elements for all 5 senses. Children move through the	<u>Retrieve</u> Recap VIPER skills and tell children we are on our reading phase. Read WALT and explain that to retrieve information means to collect or find information. today we	<u>Sequence</u> Read aloud the story with the children. Pause on each setting. Act out each of the settings, creating the sounds and sights for each setting. Play <u>youtube</u> sounds to replicate each	<u>Vocab-NA</u> WALT understand key words. Pull out key words across the book and use to create a word bank.



Any
questions

....

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