

<p>Key Stage 2 English Learning Journey</p> <p>Purpose: To entertain Audience: Infant class Form: Descriptive writing</p> <p>Purpose: To inform Audience: Parents Form: Explanation text (rock cycle)</p>	<p>Linked Guiding Reading Texts</p>    <p>All linked to history topic of the Stone Age</p>	<p>Key Writing Statements Y3/4</p> <p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● discussing and recording ideas <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence ● organising paragraphs around a theme ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing and suggesting improvements ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><i>develop their understanding of the concepts set out in English appendix 2 by:</i></p> <ul style="list-style-type: none"> ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although ● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● using conjunctions, adverbs and prepositions to express time and cause ● using fronted adverbials
<p>Text:</p>  <p>Links to topic of Stone Age</p>	<p>Key Reading Statements Y3/4</p> <p><i>develop positive attitudes to reading, and an understanding of what they read, by:</i></p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● using dictionaries to check the meaning of words that they have read ● discussing words and phrases that capture the reader's interest and imagination <p><i>understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> ● checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context ● asking questions to improve their understanding of a text ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen from details stated and implied ● identifying main ideas drawn from more than 1 paragraph and summarising these 	<p>Y5/6</p> <p><i>plan their writing by:</i></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 own ● noting and developing initial ideas, drawing on reading and research where necessary <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and
 <p>Links to science on rocks</p>	<p>Y5/6</p> <p><i>maintain positive attitudes to reading and an understanding of what they read by:</i></p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● recommending books that they have read to their peers, giving reasons for their choices <p><i>understand what they read by:</i></p>	<p><i>draft and write by:</i></p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and

	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>clarify meaning</p> <ul style="list-style-type: none"> •ensuring the consistent and correct use of tense throughout a piece of writing •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>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>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> •using passive verbs to affect the presentation of information in a sentence •using expanded noun phrases to convey complicated information concisely •using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> •using semicolons, colons or dashes to mark boundaries between independent clauses •using a colon to introduce a list •punctuating bullet points consistently
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Teaching sequence: Stone Age Boy-Descriptive writing		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To make predictions about a text (and justify using evidence) Show front cover. What do you think this is about? What can you see? What type of story do you think it is? What is a prediction? Look at the blurb. Does it match your ideas? Chn are to write up their main prediction into their books. Model 'I predict... because...' Display WIPERS. Explain links to reading comp. can year 4/5/6 remember what they mean? Go through each one and stick reminders onto reading working wall. Link to guided reading work too. Why is important to make predictions? Read p6-7. Chn complete prediction questions in books. Y3 TA support to ensure full sentences. Y5/6 T support to ensure justifying with evidence. Plenary: What happens next? Why?</p> <p>To summarise events in a text (and consider their impact on later story) Revise VIEPRS. What did they stand for? Focus on summaries and explain meaning. Get chn to summarise story so far to partner. Who can do in fewest words? Read p8-11. Who do you think the girl is? Is she friendly? How do we know? Ask chn to summarise the story so far in 2 sentences with partner. Look at p11. What's happening? Focus on conversation. Get chn to act out in pairs.</p>	<p>To use expanded noun phrases to describe a character (using a thesaurus) Provide chn with words/pictures/statements from story to order. Who were the characters? Brainstorm together. Display pictures of each character. Revise what an adjective is. Chn to brainstorm around pictures. Explain this week we will be working towards writing a character description. Introduce expanded noun phrases. What do they know? Explain need a determiner, noun with adjective (s). Pick out adjectives on brainstorm and model writing an expanded noun phrase for each character. In groups, chn fill out table to expanded noun phrases for each character. 3/4 write expanded noun phrases for 1 character. 5/6 for both characters and use thesaurus for more adjectives.</p> <p>To use similes (and fronted adverbials) in a description Provide chn with a bank of determiners/nouns/adjectives. Can they make expanded noun phrases? Introduce similes. What do they know? Look at examples for different characters. What do you notice? Focus on need to use words like/as. Look at adjectives for characters and model writing a simile. Repeat for other character. With 5/6 use fronted adverbials to show placement of simile e.g.</p>	<p>To use the 5 senses to describe a setting What are our 5 senses? Show a setting from the book. What would we smell, hear, see, taste etc. discuss words and brainstorm together. Are there any synonyms we could use? Chn to brainstorm together for specific setting. 3/4 create list of words using dictionary to ensure spelling for cave setting. 5/6 same using thesaurus to encourage broader vocabulary for village setting.</p> <p>To use expanded noun phrases and similes to describe a setting What settings are in the story? Explain this week we will write a setting description. How might they be different to last week's characters. Revise expanded noun phrases. Model making expanded noun phrases using setting pictures. Chn to have pictures of settings and brainstorm expanded noun phrases using senses work from yesterday. Revise similes. Model for a setting. Chn to do in pairs. Chn are to choose one picture from text. 3/4 create noun phrases and similes for each sense. 5/6 any noun phrase/similes.</p> <p>To understand (and use) personification to describe a setting What is a verb? Show pictures of settings-what verbs link?</p>

Together annotate the picture of first 3 pictures using speech bubbles.

Provide chn with picture-add speech bubbles.

5/6 Extend to show what happens next.

To retrieve information from a text (using scanning and skimming)

Get chn to share their conversations from yesterday. Are they similar?

Look at retrieve. What does this mean? How would we use this skill? Read p12-14.

How is the girl dressed differently to the boy? What can we use as evidence. Discuss how to find answer by re-reading.

Model writing answer to question.

Provide retrieval questions. 5/6 use evidence to justify answers.

To infer a character's feelings (and how the author shows this)

Show last line from yesterday 'I saw them...'. What do you think he sees

Revise VIPERS. Pick out infer. What does this mean? Discuss.

Read p15-17.

How do you think boy feels at the moment?

What about the girl?

Discuss finding evidence to support the answers. Model writing answer.

Show infer questions.

5/6 to ensure they use evidence in support of answers.

To explore vocabulary in a text (and find synonyms)

What may happen next?

Revise VIPERS. Focus on V. Discuss vocabulary. What kind of questions may we be asked? What may help us if we're unsure of words?

Revise with chn using dictionary. Find topic-based words.

Read p18-21.

Go back to p16. Share vocab questions to discuss and model with chn answers.

Chn complete vocab questions on what has been read today. 5/6 use thesaurus to aid answers.

Go through answers together.

To explain an author's choice of language (and consider its impact)

Revise story so far. What vocabulary have we learnt so far? Add to working wall.

Revise VIPERS and pick out explain. Discuss what this means.

Read p22-27.

Look at p20. Why does the author set out the pictures this way?

Model writing an answer.

Chn complete explain questions. 5/6 using evidence in support.

Go through answers together.

around her waist, hangs a bag which is as brown as the wood of an oak tree.

3/4 write similes about both characters. 5/6 link with fronted adverbials and focus on explaining simile further.

To use the show don't tell technique to show a character's feelings

Share a simile from yesterday's lesson. Which character is it about?

Introduce show don't tell. Explain this shows a character's emotions without saying them.

Discuss different emotions. How do our bodies show these?

Show various pictures from book. How does character feel? How do we know this from pictures/actions?

Model writing a show don't tell sentence.

Chn in pairs to have 1 picture from text and write a show don't tell

sentence-can they incorporate expanded noun phrase or simile?

3/4 to be given sentence starters to complete.. 5/6 to write own sentences.

Share at end. What emotions are being described?

To plan a description of a character

What have we learnt so far about describing characters?

Share some description examples.

What else can we add to our list from these?

Explain planning of writing focusing on appearance and behaviour/personality.

Model filling out planning template.

Chn to complete plan. 3/4 to have guided questions to aid planning.

Use work from week and transfer into plan.

To write a description of a character

Revise plans. Allow time to share and add ideas.

Discuss description writing. Explain 2 paragraphs are needed.

Model turning plan into paragraph. What do I need to use in my writing?

Write success criteria together of character focused as well as general writing.

Chn to write their descriptions.

If time, edit writing focusing on making sense and spelling.

Look at settings and discuss how we can make the inanimate things sound like they're alive by using verbs.

Model writing a personification sentence. What have I done? Explain technique of making things that are not human sound human by using human traits.

In pairs, chn to write own sentence.

3/4 finish setting specific personification sentences. 5/6 create own.

To plan a setting description

Revise planning from last week. What was important? What do we need to improve on this week? Revise using blue comments to aid improving.

Show planning template. Model filling out and work together to fill out.

Chn are to complete plan for their setting. Revise using their work from week and putting into right area too.

To write and edit a setting description

Look at examples of setting descriptions.

Create success criteria based on weeks work and from reading descriptions.

Model turning plan into sentences. What paragraphs would we have?

Revise impactful sentences, fronted adverbials to link sentences.

Chn are to write their description.

If time, edit writing focus on sense, punctuation and spellings.

<p>To summarise a text Complete a VIPERS revision activity (match word and meaning). Revise summarise. Can chn summarise text so far. Read p28-34. Discuss ending. What did you think? Could there have been a different ending? Show KS2 reading record. Demonstrate how to fill in book review. Chn to complete. 3/4 order events from story. 5/6 write own events and muddle up for partner to order.</p>		
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Teaching sequence: The Pebble In My Pocket-Explanation texts		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To read explanation texts (and identify their purpose) Provide chn with an explanation text to read in pairs. If time, swap with another pair. What text type is this? How do you know? What is the purpose of an explanation text? Allow chn time to read another and see if it fits the purpose. Share an instruction text. Allow time to read. Discuss how they are similar/different. Chn to complete table in groups comparing instructions and explanations.</p> <p>To identify features of an explanation text (and explain their purpose) What is an explanation? Write purpose onto working wall. Who would the audience be? Collect ideas. Provide texts from yesterday. Who would these be aimed at? What makes an explanation? What features does it have? Allow time for chn to explore explanations and note ideas. Collect ideas together. 3/4 use model text spotter to annotate and find features. 5/6 to have own explanation text to annotate. They also explain purpose of each feature to an explanation text.</p> <p>To orally tell an explanation (and consider the features needed) Why are explanations needed? Why do we need them? What do we explain regularly? Discuss. Collect ideas. Get chn to explain something to their partner (provide ideas for those finding tricky). Did they use the features we looked at yesterday? Are there others that need adding? What was important when orally explaining? Would this be needed in a written version? Chn complete comprehension of an explanation text (Ham Y4 2.3) Go through answers in groups.</p>	<p>To understand (and use) coordinating conjunctions When orally explaining, how did you join your statements? Introduce coordinating conjunctions. What can they remember? Go through FANBOYS. Show examples in explanation sentences. Chn to make FANBOYS reminder for English books. 3/4 5/6</p> <p>To understand (and use) subordinating conjunctions Reive FANBOYS. Can they remember them all? Show sentences with subordinating clauses. Highlight conjunctions. What are they doing? Explain purpose of subordinating conjunctions. Show other sentences. Can they identify them? Go through AWHITEBUS. Play Grammarsaurus song. Allow chn time to explore vocabulary and put into sentences. 3/4 5/6</p> <p>To use present tense (within clauses) Revise AWHITEBUS. What tense are explanations written in? allow chn to explore different texts to check. Why are they written in present tense and not past? Discuss? Provide examples of explanations. What evidence is there for present tense? Focus on the verbs. Remind of do and be verbs. Can they find them? Are they in present tense? 3/4 change sentences to present tense from a past tense written explanation 5/6 re write a past tense explanation text into present</p> <p>To use adverbials (and prepositions) for cohesion Revise and extend children's understanding of <u>adverbs for cohesion</u>. Look more closely at adverbs for cause and contrast.</p>	<p>To plan an explanation text Revise the rock cycle. Can they remember the stages? What words did we learn? Introduce the panning format for explanations text. How will this be used? Model with chn completing the plan. Allow time for chn to ask questions. Work together to complete. 3/4 using a more basic plan with subheadings already chosen. 5/6 complete template choosing own subheadings</p> <p>To write an explanation text Revise plans. Allow time for chn to share with partner and alter. Discuss paragraphs. How do we change paragraph? What is needed? Use paragraphs presentation to discuss. Model turning plan into paragraphs. What features have I used? What do I need to add? Do as guide writing. Chn to write paragraph.</p> <p>To write and edit an explanation text Chn share writing with pair. Edit spelling and punctuation. Which features have you used well? Which are trickier to fit in? Model writing another paragraph this time as shared writing. Try and include tricky features. When I have finished how do I edit? Discuss checking spellings with dictionary/partner, checking for sense and punctuation by reading out loud or getting a partner to read. Chn finish writing.</p> <p>To edit, (improve) and publish an explanation text Reviews the weeks work. How successful do you feel you have been? Share work with partner. How can we improve our work? Chn choose 1 paragraph and fully edit and improve it. They add diagrams. This gets published into a written-up version.</p>

Display 'How Escalators Work'. Remind explanations are different to instructions. Read text together.
Notice adverbs for cohesion; there are more for *cause* and *contrast* than with the instructions.
Children work with a partner to find them. Are they linking causes or contrasts?
Distribute 'How Alexa works'.
Children edit or rewrite the pairs of sentences, adding appropriate adverbs.
They should say the new sentences to listen to the impact of adverb choice and placement.
5/6: Challenge children to find different places to add an adverb in the same pair of sentences.

To use commas in a list (and clauses)

Discuss with chn how people in the Stone Age may have looked after themselves. What would they do if they were unwell?
Explain that with limited scientific knowledge, humans in the past have tried all sorts of things to help to cure their ailments.
Explain that today children will be inventing some medicines for some Stone Age patients. How will we keep track of all of our crazy ideas?
Use PowerPoint: Possessive Apostrophes & Lists to teach how commas are used to separate list items. Encourage children to read the lists aloud, using intonation to hear each separated item.
Display Horrible Medicines (A) and read one of the maladies. As a class, create a crazy medicine, orally building and developing the list sentence, emphasising the pauses between items. Then record it together, asking children to help you punctuate the list as you write it. Repeat with another malady and medicine if needed.
3/4 Children work with their partner to read and discuss the different medical problems. They choose one at a time and verbally rehearse their medicine. When they are happy with their list, they record it in their books, using commas as shown.
They check each other's punctuation before choosing the next patient.
5/6 Children work with their partner to read and discuss the different medical problems.
They choose one at a time and verbally rehearse their medicine. When they are happy with their list, they record it in their books, using commas as shown.
They check each other's punctuation before choosing the next patient.
Swap with another pair to check work.

To use a colon in a list (and bullet points)

Display and read Terms of Participation 1. What do you think this piece of text is about? Ask children to talk with their partner about how colons and semi-colons seem to be being used in this writing and then discuss their ideas as a class.

Chn then get into groups so they can produce a full written up version.
Edit again.
How can we share with parents now? How can they give feedback?

Use Punctuation PowerPoint to teach the use of colons and semi-colons in lists. Come back to the text and see how this writing has a colon, following an independent clause, introducing a list of items that are separated by semi-colons.

Look together at Crazy Competitions. Ask children to talk with their partners to imagine what types of rules these competitions might have.

Display Beard and Moustache Championship rules and model how this can be turned into a list in the same pattern as Terms of Participation

Use Punctuation PowerPoint to teach about Bullet Points, explaining that this is a particular way of presenting a list. Display Terms of Participation 2 and compare it with version 1 from the start of the lesson. What advantages does each way of presenting a list have?

Children choose competitions and write the rules as single sentences using a colon to introduce the list and semi-colons to separate items.

3/4 Children have a copy of Terms of Participation 1 as a prompt for this type of sentence.

Y6 Children can be challenged to complete five sets of rules and then to imagine and write rules for their own competitions.

To become familiar with the steps of the rock cycle (and note technical vocabulary)

Revise explanation features seen so far. Have we come across any others that need adding to list?

Introduce topic for this week's writing-an explanation of the rock cycle. Who would the audience be? We shall use your parents.

Read ... Getting chn to consider rock cycle stages.

What are the stages of the rock cycle?

Complete as a diagram.

What is technical vocabulary? Where would we use this?

Annotate diagram with some specific language.

3/4 annotate a given rock cycle diagram with technical vocabulary

5/6 draw own diagram and annotate with vocabulary.