

<p>Year 1</p> <p>Writing Learning Journey</p> <p>Outcome: A letter to warn sailors about the Pirate Cruncher</p> <p>Purpose: Inform</p> <p>Audience: Sailors</p> <p>Viewpoint: Pupil</p> <p>Form: Letter</p>	<p>Text Driver</p> <p>The Pirate Cruncher by Jonny Duddle</p>	<p>Key Writing Statements:</p> <ul style="list-style-type: none"> • Write reliably formed simple and compound sentences • Write questions punctuated with a question mark • Use simple prepositions • Use the prefix un- • Re-read what they have written to make sure it makes sense
		<p>Possible Guided Reading Link Texts:</p> <ul style="list-style-type: none"> • The Pirates Next Door series by Jonny Duddle • Pirates Love Underpants

Overview of Learning Journey

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Context: Visit to HMS Victory, work on sailors and the navy; pupils have already worked on a pirate theme in YR so focus on sailing and sea monsters for the majority of the learning journey</p> <p>Pre-teaching</p> <ul style="list-style-type: none"> • Follow up on the visit to HMS Victory with work on Nelson and the British Navy. Use an image of a sailor that Nelson would approve of and discuss Nelson’s opinions of sailors: start off with ‘Well done sailor! You are/ you look very/ I like sailors who are...’ kind/clean/tidy/fair/manly etc. (this will lead into use of un- prefix later so use to generate opportunities to build a bank of words that work with un-) – display and label on the working wall. • Use Nelson as the clever captain who knows more than the pirates – ‘What does Nelson think about what is happening?’ is always a question to stimulate inference – large image of Nelson on the working wall and in class floor-book reading journal with think bubbles to add as the book goes on <p>Hook</p> <p>Pupils find the letter from the beginning of the book as a message in a bottle that sends them off on a treasure hunt! Find the clues and follow the instructions to find the treasure chest with The Pirate Cruncher and some gold coins in it.</p> <p>LI: Ask questions and express opinions</p> <ul style="list-style-type: none"> • Slow reveal of the cover of The Pirate Cruncher. Reveal the first quadrant and make predictions. Make predictions about the story in talk partnerships as each quadrant is revealed. End with quadrant including the tentacle. • Read and enjoy the story. Model positive reading behaviours and comprehension/inference strategies – do the voices, ask questions, make predictions, respond to favourite words, find things in the pictures, visualise the monster etc. • Use Nelson’s opinions to predict what is going to happen at key points – Nelson’s think bubbles to annotate images with predictions. • Respond using a ‘tell me’ grid – model using this in class floor-book. Note the syntax of the children’s questions in this session to inform adaptation of teaching for question activity. 	<p>LI: Write questions and punctuate with question marks</p> <ul style="list-style-type: none"> • Use the images of the pirates from the first few pages and re-read the text from these pages. Hotseat Captain Purplebeard (teacher in role) – ask Purplebeard interesting questions using different question words – use question hands to support • Write questions using question hands for some of the other pirates <p>LI: Use the prefix un-</p> <ul style="list-style-type: none"> • Re-introduce Nelson and his opinions– link back to what Nelson might like in sailors. • Model how to use un- to change the meaning of words • Pretend to be Nelson and comment on pictures of the pirates with sentences ‘I think this pirate is...’ and un- words. Extension: because... (Note spelling of <i>think</i> and <i>this</i> – th sounds) and modifiers e.g. very, really, quite, fairly, a bit • Further extension: look at pas participles about the ship also - Nelson would approve of ropes that are rolled, decks that are swept, sails that are furled, laces that are tied, shirts that are tucked, hair that is combed, beards that are trimmed and so on - ‘Well done sailor! Your ... (hair etc.) is neatly ..ed’ - could switch to ‘Naughty pirate! Your hair is un-...ed’. • Lots of oral rehearsal to generate interesting sentences with un- words and extension examples. Could be another opportunity for some fun drama praising sailors and telling off pirates. • Teacher models writing some examples • Use Nelson picture and speech bubbles to annotate the pictures <p>LI: Generate story and topic-related vocabulary</p> <ul style="list-style-type: none"> • Label the picture of the ship. Link to known phonemes. <p>LI: Write compound sentences using <i>and</i> and <i>but</i></p> <ul style="list-style-type: none"> • Flip the dubloon for choice of <i>and</i> or <i>but</i> - write compound sentences to describe the pictures <ul style="list-style-type: none"> ○ Supply independent clauses and join these together ○ Generate their own sentences <p>LI: Use simple prepositions</p> <ul style="list-style-type: none"> • Label the picture of the monster with prepositional phrases e.g. under the sea, on top of his head, inside his mouth • Generate sentences using ‘There is...’ and ‘It has...’ and ‘I can see...’ • Use ‘Look out!’ and ‘Beware!’ sign posts to label the picture – write the sentences on the sign posts 	<p>LI: Plan and write a letter to the sailors in the British Navy to warn them about the monster</p> <ul style="list-style-type: none"> • Re-read the pirate letter and talk about how to write the opening and closing of a letter to a sailor • Using the pirate letter as a WAGOLL, model starting a letter with a question • Discuss what information sailors need about the monster • Re-cap un- words(unseen, unknown, unfortunate, unlucky), prepositions, warnings etc. • Teacher models • Oral rehearsal • Write the letter <p>LI: Re-read what they have written to make sure it makes sense –</p> <ul style="list-style-type: none"> • Check and edit own work (with support as necessary). Model ‘monkey talking’ and ‘spelling spyglass’ editing approaches for common errors. Refer back to success criteria. • Publish finished version on tea-stained sailor paper and seal letters with wax

