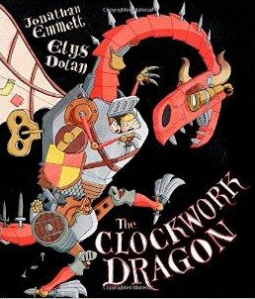


<p>Year 2</p> <p>English Learning Journey</p> <p>Outcome: Newspaper report Purpose: To inform Audience: The people of the kingdom, including the mayors of Cranktown Form: Newspaper report</p>	<p>Text Driver ‘The Clockwork Dragon’ by Jonathan Emmett and Elys Dolan</p> 	<p>Key Writing Statements:</p> <ul style="list-style-type: none"> • Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience • Use subordinating conjunctions (<i>when/ if /that /because</i>) • Use the suffixes <i>-er, -est, in adjectives</i> • Proof-read to check for errors in spelling, grammar and punctuation
<p>Experience: <i>Town hall meeting with governors</i></p>	<p>Possible Guided Reading Link Texts: M. P. Robertson – <i>The Egg</i>, Helen Ward and Wayne Anderson – <i>The Dragon Machine</i>.</p>	

Overview of Learning Journey (12-14 Sessions)

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Experience: LI: Make inferences about a character’s feelings using knowledge of the world Play ‘dragon sounds’ as children come into darkened classroom. Have the mayors of the town (Mr and Mrs Kingston!) explain that our kingdom is being terrified by a dragon (show and explore map page). No knight has been able to defeat the dragon and nobody can go about their business without fear! How does this make you feel as townsfolk? We need a meeting to air our views! Hand out group roles – firemen, knights, shopkeepers. How would they be feeling? (Is anyone buying items anymore? Do the firemen quite like the dragon?!) Hold town hall meeting to generate ideas for how the town is feeling. Feedback to the mayors. What are the problems Flamethrottle is causing? Don’t focus on solutions yet. Guide with knowledge of text but keep general.</p> <p>LI: Choose vocabulary appropriate to task Read the text up to the spread of Flamethrottle in his cave. Were they right about how much misery he is causing the kingdom? How does everyone react to the dragon? How do Max and Lizzie react? Use a zone of relevance to generate vocabulary to describe Flamethrottle from the point of view of the townsfolk from yesterday (“Imagine you are...”). Now switch the viewpoint to Max and Lizzie (“Imagine you are...”). Will you need to move any words and phrases? Create new ones? Make viewpoint explicit. Discuss and record both viewpoint zones with photographs and on working wall. <i>Make predictions...</i></p> <p>LI: Make connections and ask questions Read to the end of the book and discuss in light of predictions. Children create ‘Tell Me’ squares. Jigsaw with squares to share and potentially answer puzzles. Feedback. Does anyone still have unanswered questions? Record connections to other texts/ideas.</p> <p>Site of Application Write: The Clockwork Dragon is to be included in a mechanical display at the town fair. Max and Lizzie are busy in their workshop so you need to write a set of instructions for the operator. Look back at finger puppet instructions. Children create S.C.</p>	<p>LI: Explain the features of a newspaper report Refer back to the Cranktown meeting. The people need to know about Max and Lizzie’s victory! The mayors would like to know how well the victory is being received. How might they find out? Share purpose, audience and form for our written outcome. Share newspaper reports and explore/annotate WAGOLL – <i>Jack Triumphs over Giant!</i> Jigsaw: Explain how features are used.</p> <p>LI: Use subordinating conjunctions Re-read text. 60 second summary challenge! Challenge children to tell the story of ‘The Clockwork Dragon’ in sequence in 60 seconds. Work collaboratively and polish in groups so that each member has something to say. Groups present. Introduce conjunction cards (when/that/because). Challenge children to revisit their performances using a conjunction if they were not already. What is the effect? Do the conjunctions help performance flow? Discuss. Practise in context, using book images to generate and record sentences using conjunctions.</p> <p>Skills Response LI: Use subordinating conjunctions Revisit: As guided group, work through pictures from the text, sequencing and applying subordination. Deepen: Independently consider ‘if’ and ‘although’ conjunctions. Work through the pictures with challenge to include.</p> <p>LI: Use the suffixes –er and -est in adjectives Use examples from the text to explore the skill and its use: <i>The only thing that could get rid of that dragon is a bigger, scarier dragon.</i> Create sentences for newspaper reports using the form.</p> <p>Skills Response LI: Use the suffixes –er and -est in adjectives Revisit: Explore further examples and apply to ‘The Clockwork Giant’ concept to reinforce. Deepen: Guided group extends skill to comparison with Clockwork Giant: “Although the Clockwork Dragon was fast, the Clockwork Giant was faster!” Discuss subordination to reinforce.</p>	<p>Apprentice Write: Children create a short advert for the appearance of The Clockwork Dragon at the Cranktown fair to be inserted alongside their newspaper report. Challenge to use subordinating conjunctions and –est, -er adjectives. <i>You will be amazed when you see the biggest clockwork creature in the world!</i></p> <p>LI: Organise ideas Return to our audience, purpose and form. What do the people of the kingdom need to know? How did Max and Lizzie defeat the dragon? What did they do next? Generate S.C. Return to WAGOLL and identify what needs to be included in our opening. Model making notes for the opening and allow children to ‘box up’ the rest of their plan. Share plans and discuss key points to be included.</p> <p>LI: Create a newspaper report Model writing opening from yesterday’s plan, using the children’s S.C. Children continue.</p> <p>LI: Create a newspaper report Guided group, potentially focused on incorporating the views of the townsfolk and Max and Lizzie, as discussed in the <i>stimulate and generate</i> phase.</p> <p>LI: Edit and refine written work Teach editing strategies as in ‘editing toolkit’. Put into practice.</p> <p>Publish using word processing software to create columns and insert scanned adverts for the final touch! Share with mayors as part of the celebrations of the dragon’s defeat.</p> <p><i>Use outcomes to inform personal targets for next written outcome.</i></p>

