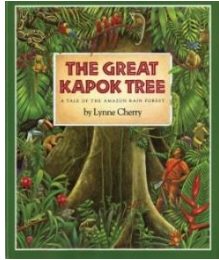


<p>Year 3 Learning Journey</p> <p>Outcome: Purpose: To entertain and inform Audience: School (through new display in library) Form: Narrative</p> <p>Experience: <i>Rainforest listening session</i></p>	<p>Text Driver ‘The Great Kapok Tree’ by Lynne Cherry</p> 	<p>Key Writing Statements:</p> <ul style="list-style-type: none"> • Discuss and record ideas when planning • Use the present perfect form of verbs • Punctuate direct speech using inverted commas • Use a wider range of conjunctions • Spelling link: Prefixes for opposites or negatives <p>Key Reading Statements:</p> <ul style="list-style-type: none"> • Draw plausible inferences • Justify responses to a text • Discuss the effect of language on the reader
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Overview of Learning Journey (15-17 Sessions)

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Experience: LI: Draw plausible inferences. Play children the sound file of the rainforest. Chn close their eyes and think of the different sounds they can hear. Talk Partners – Tell your partner what you heard. Where do you think it is? What made that sound? What picture did you have in your mind? Replay the sounds – children sketch what they are thinking as they listen. Generate vocabulary with talk partners and annotate key words or phrases. Now add questions. Discuss and make link to visualisation and inference when reading.</p> <p>LI: Justify responses to a text. Show children the front cover of the book. Make predictions as a class for working wall. Read the first 2 pages of the book - until the logger falls asleep under the tree. Discuss the pressures the man would have to chop down the tree and the damage that this could do. ‘Conscience Alley’ to explore ideas/reasoning – split class in half. Each side has to convince them to either chop the tree down or not. Each child must give justification for their thoughts. Model and lead in to writing an explanation as to whether you agree or disagree with the man chopping down the tree and why.</p> <p>LI: Develop fluency when reading aloud. Reread the story up to page 2 - focus on fluency. Share fluency success criteria – what do I need to do in order to achieve this? Chn to be split into 10 mixed groups (3s) and given a section of the story to focus on. Practice and rehearse with an emphasis on fluency – chn choose approach. Each group to perform in the correct order – 1 child to comment on their performance using the success criteria. On each picture of the different animals, add the reason the animals didn’t want the tree cut down. Collect key ideas on working wall.</p> <p>Spelling Link: LI: Use prefixes for opposites or negatives. Explore negative prefixes from week’s spelling work. In groups, card sort the rainforest linked root words to the correct prefix: <i>forest – deforest, appear – disappear, clean – unclean, populated – unpopulated</i>. Discuss when we might use these words in relation to the rainforest and collect on working wall. Generate further examples. Remind the class of the ending of the story. Imagine you are the logger returning to his boss. Using the negative words generated by each group, practise a monologue setting out reasons why the logger cannot cut down trees any longer. Rehearse, perform and video. Who used the words most effectively?</p>	<p>Site of Application Write: Children return to the monologues from yesterday’s session. After setting out the reasons why he will not cut down trees any longer, he wants to persuade the company to do the same. Refer back to the arguments from the animals for not chopping down the trees that chn collected. Generate success criteria for persuasive letters – What does it need? <i>Refer back to Beowulf learning journey before half term</i>. Discuss, plan and write. Can chn use negative prefix words generated and collected on working wall?</p> <p>LI: Discuss the effect of language on the reader. Explore the video and images of the Amazon being polluted by the building of factories. Discuss. Introduce outcome of the unit – reinvent ‘The Great Kapok Tree’, changing the setting and the characters to the Amazon river being polluted by a factory opening. Writing to inform and entertain the school. Show children 2 extracts giving animals’ arguments – read them aloud – which text was more convincing? Children to annotate the 2 texts and compare them. Which one is more convincing and why? How do the features support the arguments? Generate success criteria for a narrative in the same style.</p> <p>LI: Use the present perfect form of verbs. Explore the perfect verb form in the text and contrast with past tense. Allow children to discuss examples and make observations on each form. Explore the action starting in the past and continuing in the present. Deliberate practice in context. Skills Response Session (if required)</p> <p>LI: Punctuate direct speech using inverted commas. Show punctuated speech in the text and explore through reading aloud, with reference to fluency session. Explore rules of speech punctuation and model punctuating dialogue between two animals with a focus on the reporting clause at the end. Roleplay and deliberate practice in context. Skills Response Session (if required)</p> <p>LI: Use a wider range of conjunctions. Use outcome from previous learning journey to inform flexible groupings. Use the <i>Explain, Change, Create</i> model alongside deliberate practice in context to teach and deepen subordinating conjunctions.</p> <p>Apprentice Write: Explore key creatures that inhabit the Amazon river. Model choosing a <u>new animal</u> and writing a paragraph using same style. Create success criteria. Chn to assess the paragraph by highlighting examples of author’s style and features studied – <i>present perfect tense, speech, subordinating conjunctions etc</i>. Give children a selection of animals to choose from. They will write a paragraph to describe what they might say to the logger in the style of the text driver.</p>	<p>LI: Discuss and record ideas when planning Return to the images of the polluted rivers. Imagine the factory worker who falls asleep on the riverbank. Use research cards about river animals, fish and birds to roleplay in groups an innovated narrative. Who pleads with the man and why? Share to class and discuss effect. Chn note down the two animals they will use in their narrative tomorrow.</p> <p>LI: Discuss and record ideas when planning Create success criteria with children, referring to working wall, and model boxing up the plan for the innovated narrative around each paragraph. Could follow: <i>Introduction (setting), animal 1, animal 2, ending</i>. Discuss the roleplay from yesterday.</p> <p>LI: Create an environmental narrative Shared write of an opening paragraph to support with reference to setting.</p> <p>LI: Create an environmental narrative – writing session (if required) LI: Edit and refine written work Teach editing strategies as in ‘editing toolkit’. Put into practice.</p> <p><i>Publish for display in library – ‘The Great Amazon River’</i> Use outcomes to inform personal targets for next piece.</p>

