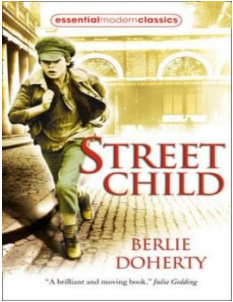


<p><b>Year 5</b></p> <p><b>English Learning Journey</b></p> <p><b>Outcome:</b></p> <p><b>Purpose:</b> To discuss</p> <p><b>Audience:</b> Victorian public</p> <p><b>Form:</b> Discussion text/newspaper article</p>	<p><b>Text Driver</b></p> <p><i>Street Child</i> by Berlie Doherty</p> 	<p><b>Key Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure text and guide reader</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Choose the appropriate register for the language of speech within writing (yr 5)</li> <li>• Identify audience for, and purpose of the writing</li> <li>• Content is balanced between description, dialogue, fact and comment</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>
<p><b>Experience:</b></p> <p><i>Conscience alley and discussion related to Jim's escape from the workhouse</i></p>		<p><b>Key Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>• Predict from details stated and implied</li> <li>• Identify main ideas from more than one paragraph</li> <li>• Make notes and develop initial ideas by drawing on reading</li> </ul>

**Overview of Learning Journey (15 Sessions)**

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>1. <b>Experience:</b> LO: predict from details stated and implied. Read text up to end of Chapter 7, "he felt his friend's hand and gripped it tight." Ask children to make a choice: Who's going with him and who's staying? Discuss ideas and encourage children to debate issue back and forth. <i>Conscience Alley</i> – choose 1 child to represent Tip. Children choose to persuade to stay/leave. Repeat for Jim. Show related page on the IWB. Focus on prediction as a class. How do we make reliable predictions? Lead to book talk – link to the front cover and blurb. What might happen? Genre? Record predictions on template of two hands. Will Tip go? Explain your reasons. Read and discuss rest of chapter in plenary.</p> <p>2. <b>LO: identify main ideas from more than one paragraph.</b> Begin with extract from p. 38: "...prison would be better." (referring to the workhouse). What does this tell us about the workhouse? Show children workhouse pictures. Discuss atmosphere and describe as a class. Explore extracts from the text relating to the workhouse. Model extracting information from the text and add it to a timetable of a day at the workhouse (including morning, afternoon and dinner). Children to use extracts to create own timetable. (Some children could use whole text to locate information rather than extracts as required).</p> <p>3. <b>LO: make notes and develop initial ideas by drawing on reading.</b> Introduce press conference in response to Jim's escape. Work in mixed prior attainment groups. Give each group characters' names on cards (including Tip, Mr Sissons, Mr Barrack, 'woman with carpet beater'). Capture quotes from each on planning frame. Use rest of session to plan report. What might it contain? Consider viewpoint. Give plan to grps to decide what to include.</p> <p>4. <b>Site of Application Write:</b> Newspaper report on Jim's escape. Refer back to previous learning journey outcome and allow children to create S.C independently or in groups...</p>	<p>5. <b>LO: explain the features of a discussion text.</b> Show the WAGOLL based on the issue of local graffiti artists linked to art sessions. Children to annotate WAGOLL and explain why features have been used and the effect it has on them as a reader. Include examples of modal verbs, semi-colons, relative clauses and a balanced argument (for and against). <i>Reveal the outcome PAF – discussion as to whether the children are criminals or should be pardoned for their 'crimes'.</i></p> <p>6. <b>LO: use semi-colons to mark boundaries between independent clauses.</b> Introduce rumour game to children: e.g. <i>Some people say they kill people in there; others say no one has died yet.</i> (re: the workhouse). Play and ask how we could write this down. Introduce and explore semi-colon. Give children a range of pictures from a Victorian workhouse and ask them to practise using the same format → <i>some...; others...</i></p> <p>7. <b>LO: use modal verbs to indicate degrees of possibility.</b> Refer back to our WAGOLL. Emphasise the balance of the argument (not persuasive). Recap modal verbs as class. Children to order modal verbs in degrees of possibility - modality thermometer (hot and cold). Discuss which modal verbs worked for the Pandora unit (look back at learning journey with chn.) and which we might need for a balanced argument.</p> <p>8. <b>Skills Response Session - LO: use modal verbs to indicate degrees of possibility.</b> Additional session to support understanding of modal verbs. <b>Explain:</b> Show extract from WAGOLL and explain how modal verbs have been used. <b>Change:</b> Use an extract where modal verbs are 'too hot'. Can you change them for a cooler, more balanced modal verb? <b>Create:</b> children to create their own sentences linked to text with modal verbs which could be used in the final piece of writing.</p> <p>9. <b>LO: use relative clauses (beginning with who, which, where, when, whose and that)</b> Begin with a quote from one of the characters about their views of the workhouse. Model taking the quote and turning it into reported speech. Discuss how we could use a relative clause to add detail to the subject of the quote. Give chn. quotes from characters (refer to session 2) to turn into reported speech, including relative clause.</p> <p>10. <b>Skills Response Session - LO: use relative clauses.</b> <b>Explain:</b> Show extract and explain what relative clauses tell you. <b>Change:</b> using same extract, can you change the relative clause for another? <b>Create:</b> children to create their own examples for the final outcome.</p>	<p>11. <b>LO: plan and organise ideas.</b> Introduce moral right or wrong continuum. Provide list of actions by Jim. Sort onto continuum. To include: escaping from workhouse, shutting Nick in the shed, stealing food from the market &amp; letting Tip take the blame in school. Discuss decisions in plenary to help children and model planning.</p> <p>12. <b>LO: plan and organise ideas.</b> Plan and generate success criteria with children. Ensure that 2/3 issues from last session are included in plans. Focus on introduction – three sentences briefly outlining what's coming (could include use of some;others). Focus on, and model, conclusion. Choose to come down on one side, the other or leave it open.</p> <p>13. <b>Writing session.</b> Guided groups as required.</p> <p>14. <b>LO: edit and refine my writing.</b> Edit and refine – targeted with editing slips identified by peers.</p> <p>15. <b>Publishing session.</b> Children to type up work as a Victorian newspaper/magazine article using appropriate fonts etc. <b>Use outcomes to inform personal targets for next written outcome.</b></p>

