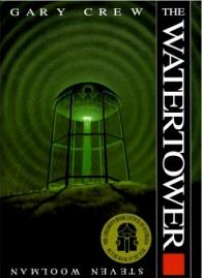| Year 6 Learning Journey **Outcome:** **Purpose:** To entertain **Audience:** Year 6 children in link school **Form:** Mystery Narrative **Experience:** *Visit to air-raid shelter complex, and generation of 'rumours'.*	**Text Driver** *The Watertower* by Gary Crew and Steven Woolman	**Key Writing Statements:** • In narratives, describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use modal verbs or adverbs to indicate degrees of possibility • Use semi-colons to mark boundaries between independent clauses **Key Reading Statements:** • Predict what might happen from details stated and implied • Provide reasoned justification for their views • Ask question to improve their understanding of a text

Overview of Learning Journey (12-14 Sessions)

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
1. **Experience: LI: predict from details stated and implied**. Walk to the air-raid shelters in field opposite school. What do children know about them? Now imagine that we didn't really know what they were, how they got here… Discuss the rumours that might spring up around the strange buildings. Play 'rumours' game around shelters, giving statement stem: 'some people say…', 'others…' collect rumours about shelters for working wall. Take photos. Back in class - image reveal of Watertower. Focus on prediction as a class. How do we make reliable predictions? What can we use when looking at the image? Lead to <u>book talk</u> – predictions around the cover. What might happen? Genre? Record predictions for working wall. 2. **LI: provide justification for my views.** "What happened to Bubba?" Read the text up to the 'eye' close-up spread. Speculate on what has happened to Bubba. Write a paragraph to persuade people of your point of view as to what happened to Bubba using evidence from the text. Share in groups and to class. Class vote and record. 3. **LI: ask questions to improve my understanding.** Finish text and compare to yesterday's predictions. Introduce our outcome: to create a story featuring a building that 'transforms' those who enter it alone. We will need to focus on our character's reactions to a setting. What would be a good questioning strategy if we had Bubba with us? Introduce "Bubba climbed into the tank" spread as WAGOLL. Discussion around the spread – not looking at grammatical features yet. Clarify vocabulary. Annotate the text with *questions for Bubba* in pairs. Using annotations, hot seat Bubba.	1. **LI: use semi-colons to mark boundaries between independent clauses.** Introduce the setting for the children's story: the strange complex of shelters that two children explore. Discuss the photos that children took and refer back to the 'rumours'. Gather vocabulary and direct teach on semi-colons to separate independent clauses using rumours vocab: *"Some people believe it was destroyed in the war; others say it was never even built."* Focus on using semi-colon in contrasting clauses to replace a conjunction. Deliberate practice in context. *In the plenary play the video from link school to establish audience for our writing.* 2. **Apprentice Write:** Imagine a character on their own in the shelters. Refer back to WAGOLL . Challenge to use semi-colons between independent clauses and follow the pattern of the WAGOLL: "There was a smell*. That's just the algae.*" Share, edit, refine. 3. **LI: use dialogue to convey character.** Use the *"What?" came the response* spread to show how Bubba and Spike's characters are revealed through speech rather than narrative. Discuss how the author has chosen a register that makes the speech realistic. Recap speech rules. In groups looks at different dilemmas or problems that their characters could face in the shelters and act out. For example, having to return home quickly to lock the door because you have forgotten! One character is not concerned, the other is worried. Talk through in character and then record as direct speech. 4. **Skills Response Session (if required)** 5. **LI: use modal verbs to indicate degrees of possibility**. Gather modal verbs from the text and suggest links. Define and direct teach. Order modal verbs in degrees of possibility using the modality thermometer. Deliberate practice in context - create own sentences related to yesterday's character work: "We must leave this place." "We could be back by teatime if we needed to be." 6. **Skills Response Session (if required)**	1. **Site of Application Write:** Diary entry form (refer back to *Beetle Boy* diaries from before half term). Write from the viewpoint of Spike reviewing the day's events in 'The Watertower'. Challenge to include modal verbs, dialogue, semi-colons… 2. **LI: plan and organise ideas.** Plan and generate success criteria with children. *Success criteria should not be over-detailed.* Focused input on the section where viewpoint switches to the character who has returned home. Model planning using 'The Watertower' - *model the switch of viewpoint to Spike during the 'problem' – Bubba is alone*. Children then innovate their own plans for the shelters, choosing their characters and reason for a return. They should switch viewpoint when one character leaves so as not to give away what happens! Talk through their plans – pairs. 3. **LI: write a mystery narrative** Modelled introduction recapping perfect verb form (Yr 3/4): "The Watertower had stood over the town for as long as anyone could remember. People had been…" Children innovate, using perfect form to show uncertain, mysterious age of shelters in an introductory paragraph to their story. Write. Guided groups as required. 4. **Writing session** 5. **LI: edit and refine my writing**. Edit and refine – targeted with editing slips identified by peers. *Use outcomes to inform personal targets for next piece.*