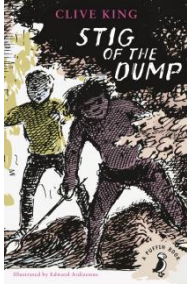


<p><b>Year 3/4 Learning Journey</b></p> <p><b>Outcome:</b> Write a reasoned argument around hunting horses, setting out the arguments for and against and reaching a convincing conclusion</p> <p><b>Purpose:</b> To explore both sides of the issue and to convince the reader</p> <p><b>Audience:</b> Stig</p> <p><b>Form:</b> A letter/leaflet/pamphlet</p> <p><b>Viewpoint:</b> Barney</p> <p><b>Experience:</b> Discussion texts/watch BBC bitesize</p>	<p><b>Text Driver</b> 'Stig of the Dump' by Clive King</p> 	<p><b>Key Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Organise writing into logical chunks and write a coherent series of linked sentences for each</li> <li>Select nouns to provide clarity for the reader</li> <li>Organise writing into paragraphs (Y4)</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</li> <li>Organise paragraphs around a theme (Y4)</li> </ul> <p><b>Key Reading Statements:</b></p> <ul style="list-style-type: none"> <li>Show understanding of the main points drawn from one paragraph</li> <li>Identify themes and conventions</li> </ul>
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**Overview of Learning Journey (15-17 Sessions)**

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p><b>Experience:</b> <b>LI: Identify themes using personal experiences (Y3)</b> make relevant links to known texts and personal experience (Y4) Provide children with a series of mini images to sort and classify looking for similarities and differences. Through dialogic talk develop a line of enquiry to establish what the children can directly say about the images and what questions the images provoke. Provide children with the three levels of question to provide support (a looking question – literacy, a clue question – making connections and inferences and a thinking question going beyond the images)</p> <p><b>LI: Identify main ideas using images and text. (Grammar focus – expanded noun phrases)</b> Create an art gallery of cave paintings. Children to write nouns to describe what each painting shows. Model how to write expanded noun phrases. Children to independently write their own expanded noun phrases for the different nouns they had identified. Provide phrases and words from the book and random made up phrases. Children to decide which might come from the book and which ones don't. Model how to justify responses. Children to choose one or two phrases/words and justify their decisions.</p> <p><b>LI: Predict what might happen from details stated and implied (Y3/4).</b> Put up the phrases 'chalk pit' and 'dump'. Discuss what these mean to children. Gather personal responses. Display versions of their chalk pits and dumps on the walking wall. Read paragraph 1 from chapter 1. What does this suggest to the children. Draw out their responses,</p>	<p><b>LI: Discuss how an author uses language to create characters.</b> Identify how language contributes to meaning (Y4) Use tiny texts to identify the differences between Barney and Stig. Children to sort depending on which character the author is describing. Create roles on the wall for Barney and Stig. What are the similarities and differences between the two characters? What does the language used tell you about Barney and Stig? Using a thesaurus, children to generate other words the author could have used.</p> <p><b>LI: Use language to show how authors show differences between characters (extend the range of sentences with more than one clause)</b> Allow children the time to discuss the different inventions that Stig had created in his den. What do they tell you about Stig? Read the paragraph starting, 'What made it worse was that Stig had started a small fire in the den part...' Consider how Stig and Barney might solve this problem. What would they use? Where would they get the materials from? Model using sentences with more than one clause to write a paragraph to describe how the characters built a fire. Children to write their own solutions on how to build a chimney</p> <p><b>LI: consider the viewpoint of different characters</b> (read chapter 4. Gone A-Hunting) Use <i>read aloud</i>, <i>think aloud</i> to identify the different viewpoints of the characters. What do they all think about hunting? Whose viewpoint is different? Why is this? Get child to put on a continuum as whether it is right that Stig should want to hunt a horse. Discuss why he might consider it alright and why we might not. Children to complete a discussion grid to show reasons why and why not Stig should hunt a horse.</p> <p><b>Apprentice write:</b> write character descriptions focusing on using language to show the differences between Barney and Stig</p>	<p><b>LO: plan and organise ideas</b> Plan their writing by discussing and recording ideas (Y4) Introduce moral right or wrong continuum. Provide list of actions by Stig. Sort onto continuum. Should Stig be allowed to hunt horses? Conscience Alley – Stig goes down the alley asking the question. Scribe the answers and then get children to organise them depending on the reasons. Model how these ideas would be grouped together to create a paragraph</p> <p>Discuss decisions in plenary to help children and model planning.</p> <p><b>LI: Create the discussion text</b> Shared write of an opening paragraph to support with reference to setting.</p> <p><b>LI: Create the discussion text – writing session (if required)</b></p> <p><b>LI: Edit and refine written work</b> Teach editing strategies as in 'editing toolkit'. Put into practice.</p>

<p>focussing on the repetition – Why has the author used this device?          What does it tell you about the chalk pit?          What does Barney think about the chalk pit and dump? Children to write a prediction about what they think might happen if Barney went to the chalk pit.</p> <p><b>LI: Identify main ideas drawn from more than one paragraph (Y4)</b>  <b>Show understanding of the main points drawn from one paragraph (Y3)</b></p> <p>Children to read part of the text that describes the chalk pit and dump. In pairs/threes children to create a picture of the dump labelling the different items. Discuss why the author used questions in the description of what was in the dump and why he didn't just say what was there. Make inferences about what Barney might have been seeing. Children then to add extra items to their dump and instead of writing sentences to describe them to create questions that would create a sense of mystery for the reader.</p> <p><b>SOA write:</b> Barney to write a diary entry of his first meeting with Stig. (Focus on expanded noun phrases.)</p>	<p><b>LI: Discuss writing similar to that which they are planning to write in order to understand and learn from its vocabulary and grammar (Y3/4)</b> Explore what happens when you have a discussion with someone and you don't agree with what they are saying. With talk partners, children to discuss whether they should be allowed mobile phones in school. The pair need to present opposing views. Give sentence signposts to use in their discussion. Review which sentence signposts they used and why they chose those ones.</p> <p><b>LI: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4)</b> Read a discussion text as a reader identifying the sentence signposts that were used in previous lesson. Help the children to deepen their understanding of the text and the language and structure. Children to create posters to show different sentence signposts for the different parts of the text. E.g. sentence signposts adding on more information: - in additions, - furthermore, - moreover, - also, - additionally. Or sentence signposts signally a different viewpoint: - <i>on the other hand</i>, <i>alternatively</i>, <i>however</i>, <i>it could be argued that</i>, - <i>many people disagree arguing that ...</i></p>	<p><i>Use outcomes to inform personal targets for next piece.</i></p>
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