

# Learning Journey Overviews for pupils

A few Examples....

# Guiding Principles:

Accessible to pupils – it's for them

Indicates the key learning within the journey ahead

Text-driver(s) made clear

Form and purpose of the writing made clear

Writing skills being developed identified clearly

Simple is best!

They can look different in different Key Stages

20.9.19  
Handwriting  
LO: I can form my  
letters correctly.

ABS

lower case  
correctly.

wh  
I c

## My Learning Journey

We are learning to write a  
story

Audience: YR Children  
Purpose: To entertain

### Skills

I can say my  
sentence  
aloud.

I can use finger  
spaces between words.

I can begin to use  
a capital letter at  
the start of my  
sentence.

I can begin to use  
a full stop at the  
end of my  
sentence.

I can sequence  
my ideas



I can use  
appropriate and  
interesting  
words.

I can use  
prepositions in  
my writing.

I can plan a  
story.

I can re-read my  
writing.

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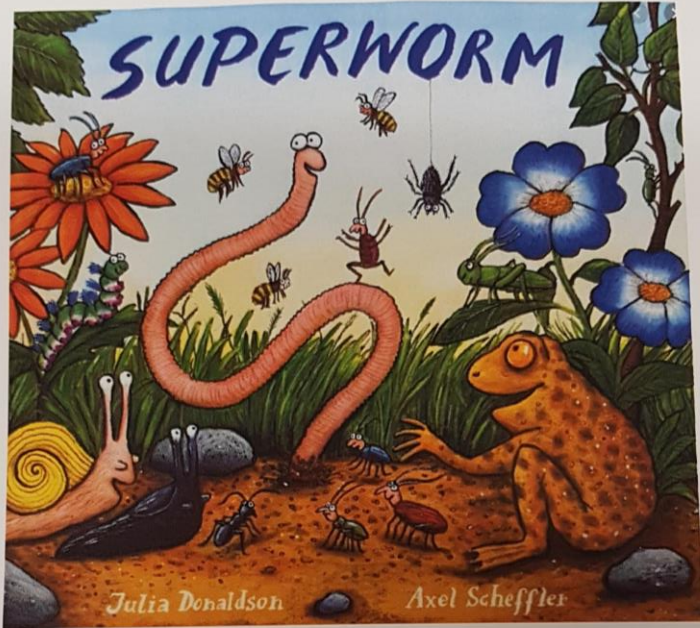
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## Superworm



### Outcome:

Superworm's diary entry

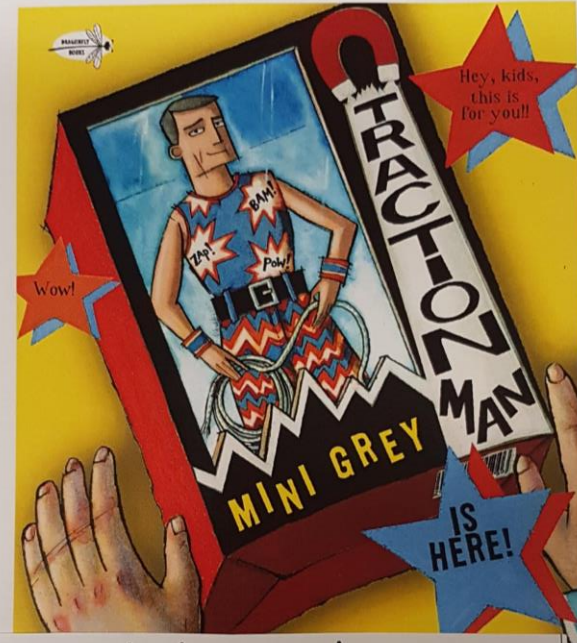
### Skills:

Expanded noun phrases

Question marks

Exclamation marks

## Year 2 Traction Man



- use expanded noun phrases
- use adverbs
- use coordinating conjunctions

Outcome: re-telling of one of traction man's adventures



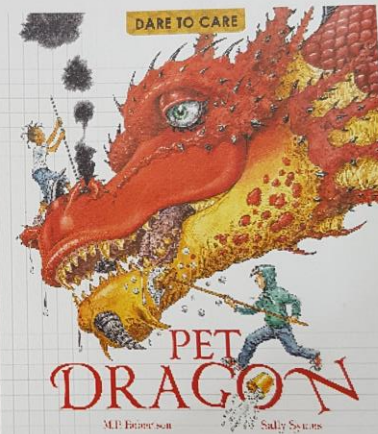
## Q Pootle



- Use a ? for a question
- Use . and CL correctly

Outcome: Write a letter inviting  
Q Pootle to visit your planet

Year 3 Autumn 1  
Non-Fiction Unit 1



**Purpose:** To inform

**Audience:** Dragon experts for a Dragonology book.

**Form:** Information Text

## WARHORSE

Text Driver: War Horse by Michael Morpurgo

### Stimulate and Generate

- make predictions about our new text based on image and back cover
- generate vocabulary to show my predictions and make inferences
- Group reading: Read and discuss text. What do we find out about the characters?
- Drama conscience alley
- Apprentice write: write a balanced argument

### Capture, Sift and Sort

- Listen to battlefield music to experience life in trenches
- Understand how an author build tension and atmosphere
- WAGOLL - descriptive piece of first battle chapter 6
- To write a narrative exploring the battlefields

### Create, Refine and Evaluate

- Planning, describing and performing your experience in the battlefields.
- Apprentice write: examine Michael Morpurgo's use of themes in War Horse
- Edit and Evaluate: editing stations focusing on grammatical structures

Outcomes: explore the graphic description of the battle scene form Joey's viewpoint and write a rashomon



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## Flanders Field

Poet - John McCrae

### Stimulate and Generate

- Explore poetry through interpretive drama piece
- Group reading: Read and discuss text, identifying key vocabulary. What are the three stanzas referring to?
- Explore imagery and create a piece of art that reflects each stanza
- Apprentice write: a short description using an image of Flanders.

### Capture, Sift and Sort

- Compare WW1 poetry themes, exploring poetic devices.
- WAGOLL.
- Cohesion - what does this look like in your piece of writing?

### Create, Refine and Evaluate

- Planning based upon your chosen form: 1. APVF, 2. Language, 3. Grammatical structures
- Writing workshops with the teacher, depending on your chosen form
- Justify your choices as a writer

**Outcomes:** To create a poem in response to Flanders Field or to create a poem on an aspect of WW1.



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JUNIOR SCHOOL

### English Learning Journey

**Text:** Rose Blanche  
By Roberto Innocenti

**Purpose:** To discuss and inform

**Audience:** Rose Blanche

**Form:** Diary

#### Focus Writing objectives:

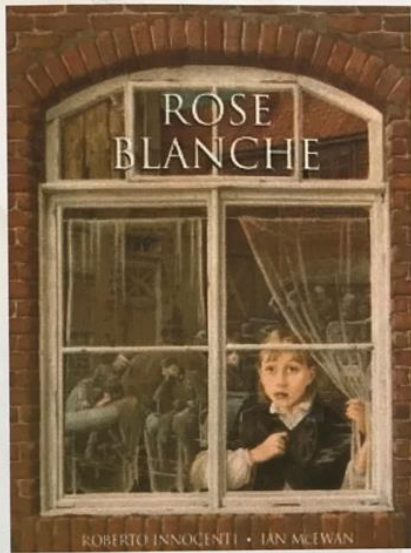
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Link ideas across paragraphs using adverbials of time, place and number
- Create and describe settings, characters and plots

#### Focus Reading objectives:

- Draw inferences about character's feelings, thoughts and motives from their actions, and justify these with evidence from the text
- Discuss and evaluate the intended impact of language used, with reference to the text

My target for this Learning Journey is:

To use a wide range of clause structures, sometimes varying their position within the sentence.



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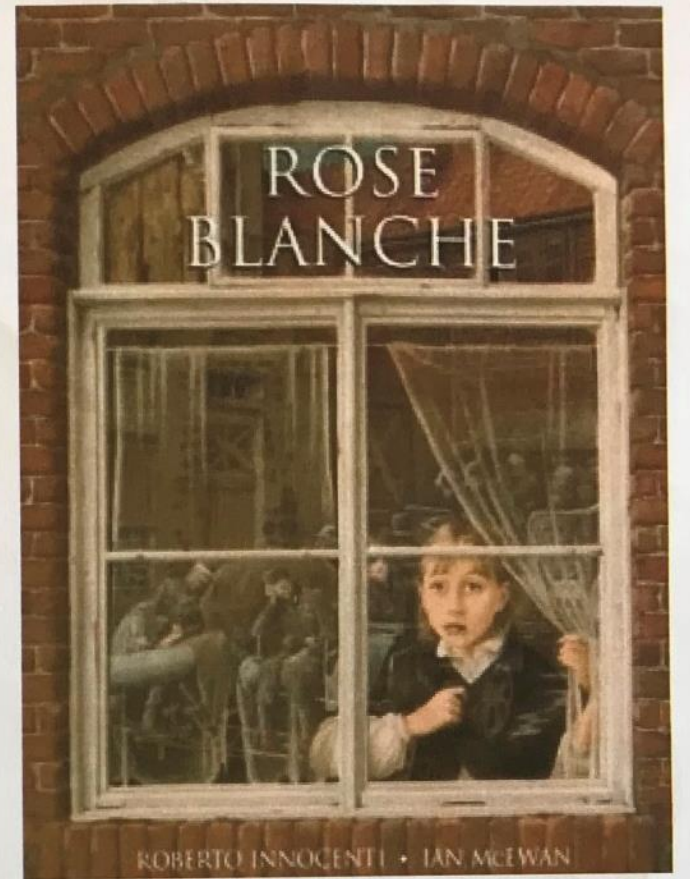
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#### Focus Reading objectives:



## Year 3 Writing Unit

**Purpose:** Writing to Inform

**Viewpoint:** Biased

**Audience:** The General Public

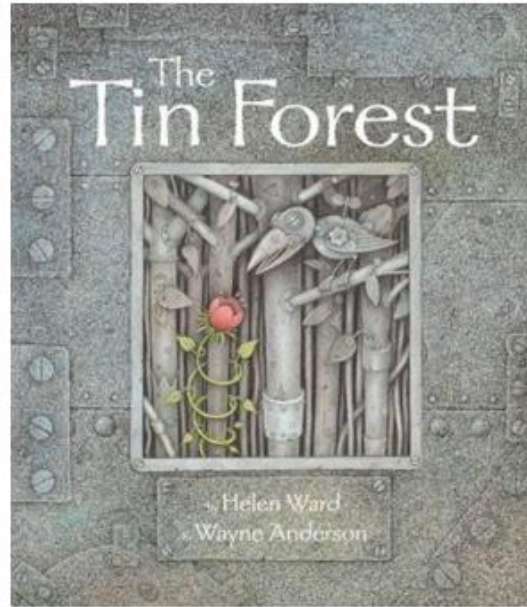
**Theme:** Belonging



**Outcome:** Leaflet from 'The Department of Odds and Sods'

Spring 1: 07.01.19 (2 weeks)

Focus: *The Tin Forest* by Helen Ward



### Writing Focus

To write a  
descriptive verse.

### Capturing Ideas

Bag of words  
Drama / hot seating  
Detectives

### Skills Focus

Use a range of punctuation  
correctly T, !, ?

Identify powerful vocabulary,  
making choices to describe  
effectively

Use fronted adverbials

Use expanded noun phrases