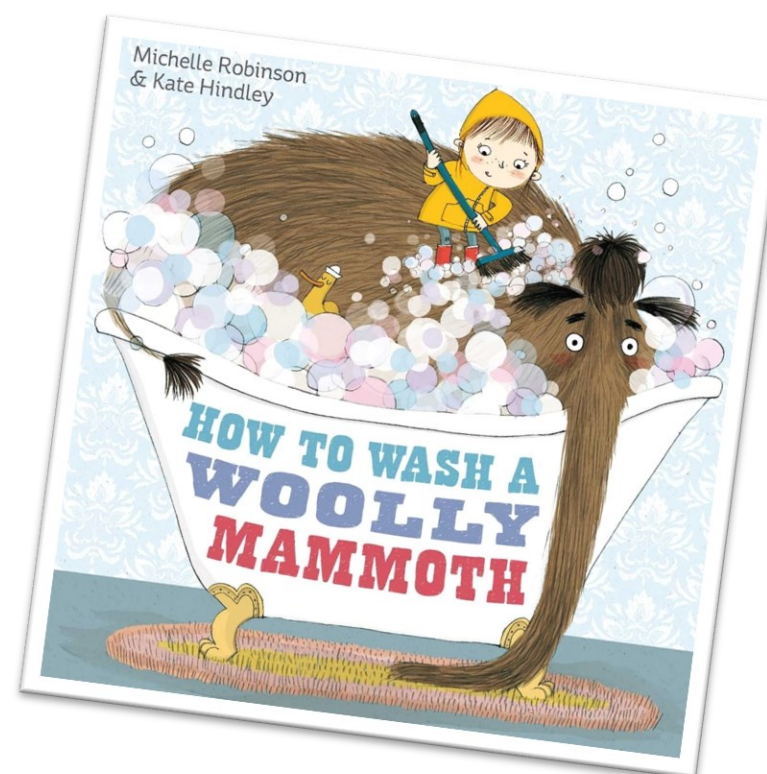# *How to Wash a Woolly Mammoth*

by Michelle Robinson and Kate Hindley

Year 2 writing journey – Autumn Term

HIAS English Team

Summer 2023
Final version

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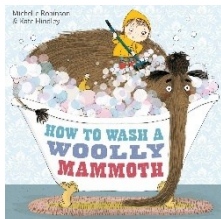
Overview

This document
All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- stimulate and generate
- capture, sift and sort
- create, refine, evaluate.

Each learning journey builds the skills needed for children to be successful in their final sustained write with growing independence.

Points to consider when using this resource

- Teachers must adapt example plans to reflect AFL, prior learning, national curriculum requirements and the needs of individuals.

- Site of application writes could be included where appropriate and when teachers are confident to plan for this.

Year 2 **Writing learning journey** **Outcome:** An entertaining set of instructions in the style of the text driver *How to Wash a Woolly Mammoth* **Purpose:** To inform/instruct **Audience:** Depends on context chosen **Form:** Instructions	**Text driver:** *How to Wash a Woolly Mammoth* **By Michelle Robinson and Kate Hindley**	**Key spoken language statements** Speak audibly and fluently with an increasing command of standard English Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings **Key reading statements** Read non-fiction books that are structured in different ways Discuss and clarify the meanings of words, linking new meanings to known vocabulary **Key writing statements** Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use sentences with different forms: statement, question, exclamation, command
Linked texts: • A range of instructional texts, books linked to the context of the final set of instructions eg a DT project, 'How to Create a Clockwork Dragon' after reading *The Clockwork Dragon* by Emmett and Dolan. *Ice Age* film extracts of the movement/ size / environment of mammoths and other creatures in the films.		

Overview of Learning Journey: *How to Wash a Woolly Mammoth*	
Stimulate and generate	**Notes - possible adaptations to meet the needs of your class**

In this part of the sequence, pupils will learn to understand the need for clear instructions and add to their vocabulary knowledge.

Pre-teaching – children read a variety of instruction books in guided reading and group by similarity / key features etc. For example, children's recipe books and craft books.

1) I can understand the need for clear instructions

Set up an experience where the teacher is a robot and does exactly as the children tell them, eg 'How to make a jam sandwich', 'How to make a bowl of cereal' (Be prepared for mess!). The adult follows the instructions literally which could be wrong order / incorrect etc. Afterwards pull together what the children know about instructions, eg they must be clear, correct sequence is important etc.

Set up a series of short activities for the children to work on in pairs, where children have to follow instructions of another child. Ideally these would be linked to a rich text driver or contexts children are familiar with / topic, eg sit back-to-back and build identical Lego structure. Reflect together on success/failure and why. Choose a pair to try again in front of class – class support and improve verbal errors to instructions.

2) I can explore non-fiction books that are structured in different ways

Show front and back covers of 'How to Wash a Woolly Mammoth'. Is this fiction or non-fiction? Children justify their thinking. Flick through inside pages without reading words – does their opinion change? What do they 'think' non-fiction book should look like? Provide children with a range of texts to sort, discuss and justify. Thinking could be captured on a Venn diagram.

Fiction / Non-fiction Venn diagram
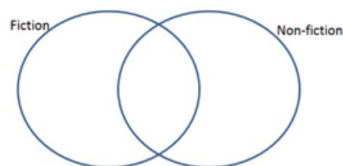
I can learn the meaning of new words

Explore new vocabulary eg 'tangled', 'notorious'. Complete a graphic organiser for one of these words:

Antonyms		Synonyms
	tangled	
Definition		Example sentences
	Pictoword	

Read and enjoy the book – explore the humour and pictures. Discuss how the author makes them laugh, eg *Step one: Fill the bath tub. If your mammoth is feeling thirsty, this may take a while.* Explain we are making inferences as we read to find the humour. Are there other examples?

Possible extension: Explain play on words, eg 'Aquaphobic dry shampoo' and find other examples.

3) I can retell in a clear sequence using commands

Directly teach the command sentence, including the imperative verb. Encourage pupils to use these commands orally: pass the pencil to James; fold the piece of paper etc.

Children act out 'how to wash a woolly mammoth' using the book pictures to follow, ensuring an accurate sequence and clear verbal instructions in the form of oral command sentences.

Capture, sift and sort	**Notes - possible adaptations to meet the needs of your class**
In this part of the sequence, pupils will learn to plan their writing carefully and write an engaging opening. **4) I can plan my writing sentence by sentence** Explain the children will be writing a set of instructions in the style of Robinson and Hindley. The teacher will have already decided what their instructions will be linked to, eg a class topic or a wider context / different text driver, for example, instructions on how to make a model they have made in DT or instructions for a character in another text to survive an event in the story. Children could watch extracts from the *Ice Age* films and choose a different character to write instructions for – for example, how to wash a sabre tooth tiger.	

Collate success criteria from the previous tasks and pre-reading – what makes a good set of instructions? Read the text again. Is this a good set of instructions? How do you know? What could be improved?

Teacher models how to improve the instructions as a modelled write – model the cognitive process out loud, model the errors and changes to thought processes. *Step one: Fill the bath tub.* "Hmmm, this is a bit simple. I think if I was putting a mammoth in my bath tub I would want to know a bit more detail. I think I would need to know whether to use hot or cold water…" *1) Fill the bath tub with warm water. Fill a very large bath tub with warm water to half way.* "I think I would be worried about the bath overflowing onto the floor…" *First, put a very large bath tub in the garden and fill it with warm water to halfway. TOP TIP Get an adult to help you check the water temperature.*

Demonstrate orally how to improve and model how to insert additional words to add detail / up level words within the sentence through editing techniques. Repeat the process for step 2 as a shared write – invite the children to discuss improvements in 'talking triads'. Encourage children to incorporate the additional information on the pages and ideas from the pictures. Repeat the process for step 3 in pairs / groups. Progress to same process for further steps individually i.e. taking the scaffolding away towards independent application.

5) I can write an engaging opening

Return to the opening of *How to Wash a Woolly Mammoth*. What has the author used to hook the reader? (Use of question).

Apprentice Write: using sentence imitation techniques, children write opening for their own set of instructions in style of *How to Wash a Woolly Mammoth* opening. Use as AfL and share excellent examples.

Create, refine, evaluate	Notes - possible adaptations to meet the needs of your class
In this final part of the sequence pupils will learn to plan and write their instructions. *Discuss and reinforce the purpose, audience and form of our writing in this step.* **6) I can plan my content** Children decide on their own set of instructions and orally rehearse the instructions with a partner. Act out as required to support visualisation and sequencing. **7) I can plan my layout** Children to explore layout of other example instructions and plan their own using the agreed format. **8) I can write a clear set of instructions that inform and entertain** Children given sustained writing opportunity to write their instructions. Flexible guided writing groups as required, especially to manage the humorous/entertaining elements within the instructions. **9) I can edit and improve my writing** Use resources form the HIAS English 'Editing Toolkit' to support children in step 1 and step 2 editing. **10) I can publish my instructions** Publish copies with diagrams and illustrations for a class book (for example).	

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact:

- **Emma Tarrant:** emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the email htlcdev@hants.gov.uk

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