

HIAS MOODLE OPEN RESOURCE

The Tin Forest

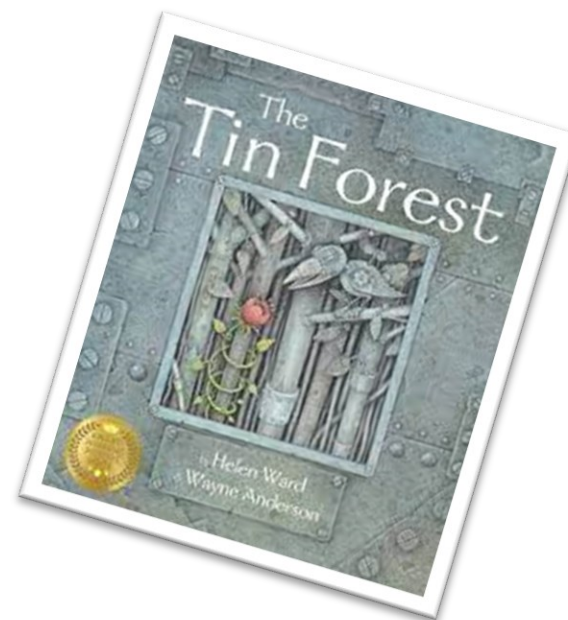
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Year 3 writing journey – autumn

HIAS English Team

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Final version



Overview

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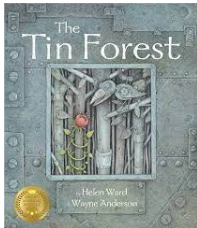
All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- 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.

<p>Year 3</p> <p>Writing Learning Journey</p> <p>Outcome: A description of the forest setting during the day and the night, conveying different viewpoints</p> <p>Purpose: To describe Audience: Visitors to the forest</p> <p>Form: Narrative setting description</p>	<p>Text driver</p> <p><i>The Tin Forest</i> by Helen Ward</p> 	<p>Key spoken language statements</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <p>Key reading statements</p> <ul style="list-style-type: none"> • Ask questions to improve understanding of a text Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. <p>Key writing statements</p> <ul style="list-style-type: none"> • In narratives, create settings, characters and plot. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Organise paragraphs around a theme. • Use conjunctions, adverbs and prepositions to express time and cause. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Compose and Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
<p>Linked texts</p> <p>This outcome could be used to write:</p> <ul style="list-style-type: none"> • another setting description for a picture book such as <i>The Lost Words</i>, <i>The Promise</i> • a diary entry for a character similar to the man in the book about the environment affects responses. 		

Overview of Learning Journey: The Tin Forest

Stimulate and generate

In this part of the sequence, pupils will learn to explore vocabulary, draw inferences from their reading, and use expression to convey setting when describing.

1) Improve familiarity with a text and ask questions to improve understanding

Introduce the book and explain that during the course of the next few lessons the children will be exploring some of the images from the forest and describing the setting in vivid detail. Has anyone visited a forest/rainforest or jungle before? What was it like?

Read the story together and respond to the text.

- Why does the old man make a forest from the rubbish?
- What problems does the old man have?
- What themes are in the book? (loneliness, loss, hope, perseverance)
- What message is the writer trying to give the reader?
- How does the illustrator help the reader to understand how the forest became real?
- Why do you think the birds returned?
- How do you feel at the end of the book?

Look at first sentence in book.

- How does the writer use repeated language to create a specific effect? What is the effect?
- What do you notice about the structure of the story?
- How is the forest different at night?

Task: children post-it note some of their responses and questions around an image of the front cover of the book to display on the working wall.

Notes - possible adaptations to meet the needs of your class

2) Build a rich and varied vocabulary to describe effectively

Using given words and a *zone of relevance* ask the children to discuss how appropriate/relevant each word is for describing the dark/night-time forest and the colourful/daytime forest scene.

This activity will build children's vocabulary, some children may need support with reading unfamiliar words as well as building an understanding of what they mean, eg botanical, verdant.

Task: Complete a zone of relevance of their own for each of the forest scenes This lesson could be spread over more than one lesson, allowing time to fully explore the different vocabulary for the scene at night and in the day.

3) Give a well-structured oral description

Guided Tour: Using all the vocabulary that the children have built around the images of the forest, ask the children to get into pairs and go into a hall/large space. One partner is blindfolded while the other takes them on an imaginary guided tour of the forest setting. This provides the children the opportunity to orally rehearse their setting descriptions before they write. The blindfolded child will see a picture/image in their mind of the forest if the description has been successful. Ask the children to swap roles.

As appropriate, follow up with a written task: this could be a full description based on the oral rehearsal or the children could write descriptive sentences to annotate an image of the forest.

Capture, sift and sort	Notes - possible adaptations to meet the needs of your class		
<p><i>In this part of the sequence, pupils will learn to develop their precision in description by using carefully crafted language.</i></p> <p>4) Choose nouns for clarity and cohesion</p> <p>Using A3 images of the two versions of the setting, ask the children to jump into the picture and label what they can see and touch with post-it notes (use one colour pen for this). Develop a bank of nouns, eg toucan, tree, lizard, tiger, butterfly, tulip, petal, monkey, frog. Try to encourage more specific nouns, eg toucan rather than bird.</p> <p>Using a different coloured pen, either on the same post-it note or a different coloured post-it note, now ask the children to add an appropriate adjective to describe some of the nouns that they have listed, eg tall tree, stripy tiger, red flower, beautiful butterfly. Build on the vocabulary developed in the previous lesson.</p> <p>Model and scribe creating the noun phrases, eg the beautiful forest, a stripy tiger and a colourful butterfly. Present children with a short paragraph that contains repeated nouns and non-specific nouns.</p> <p>Ask the children to identify these and help you to fix the paragraph to improve its clarity and cohesion.</p> <p>5) To use adverbs to describe manner</p> <p>Explore and interpret the movements the animals make in the forest. The children could work in small groups in the hall to jungle music/sounds.</p> <table border="1" data-bbox="138 1243 1061 1396"> <tr> <td data-bbox="138 1243 600 1396"><i>Toucan</i></td><td data-bbox="600 1243 1061 1396"><i>Flaps, flies, soars, hops, glides, dodges, ducks, swoops</i></td></tr> </table>	<i>Toucan</i>	<i>Flaps, flies, soars, hops, glides, dodges, ducks, swoops</i>	
<i>Toucan</i>	<i>Flaps, flies, soars, hops, glides, dodges, ducks, swoops</i>		

<i>Snake</i>	Slithers, slides, curls, coils, stretches, contracts, whips, gulps, tightens, balances		
<i>Tiger</i>	Prowls, prances, crawls, creeps, hunts, stares, watches, glares, sprints, leaps, strides		

Together, make a list of adverbs to best describe the movements of the animals that have been explored, eg The snake mercilessly tightens its grip.

6) Use adverbs to express time and place

Explain that adverbial phrases tell us where, when, how and (sometimes) why something happens. Selecting one of the images of the forest, ask children to develop a bank of adverbial phrases to support their writing process, eg Under a log, the snake mercilessly tightens its grip.

<i>Where...</i> (place)	<i>When...</i> (time)
<i>Above the trees...</i>	<i>At dusk...</i>
<i>Beneath the canopy...</i>	<i>As morning breaks...</i>
<i>Under a log...</i>	<i>In the height of summer...</i>

Apprentice write: Take the night-time forest scene. Ask the children to refer to their post-it note images filled with expanded noun phrases and provide a collated word bank of appropriate adverbs of time, place and manner. Model using these resources to begin to compose a description of the forest at

<p>night. Ask the children to make their descriptions so scary that it will make the hair stand up on the back of your neck! Give them a scare factor rating.</p>	
<p style="text-align: center;">Create, refine, evaluate</p> <p><i>In this final part of the sequence pupils will learn to develop their ideas orally before noting them down, organise ideas into a coherent piece of writing, and work with a partner on peer-editing.</i></p> <p>7) To organise my writing into a paragraph effectively</p> <p>Zooming In: ask the children to imagine they are zooming in on the picture. Starting by describing what they can see on the outside and building towards focusing on a tiny detail in the picture. This technique will help the children to control their writing and shape their paragraph. Model this strategy by giving the children adverbial sentence starters, eg:</p> <p>Beneath the canopy... In the distance... Through the branches.... At the base of a tree.... Under a rotting log....</p> <p>Task: Ask the children to use the zooming in technique to write a paragraph describing the forest in the daytime, drawing upon the vocabulary and technical writing skills they have developed.</p> <p>8) In narratives, create settings</p> <p>Explain that you are looking for 2-3 paragraphs describing the forest scene in which children apply all the skills and techniques that they have learnt. Ask them to convey their viewpoint of the setting in order to convey their thoughts and feelings for visitors to the forest. Is this the most wonderful, exotic forest they have ever come across, or are you lost and frightened?</p> <p>Task: describe the setting, conveying what you think about the forest. Give the children a choice of starters:</p>	<p>Notes - possible adaptations to meet the needs of your class</p>

- You would not believe the forest I've discovered at the bottom of my neighbour's garden...
- Let me tell you about...
- There was once a wide windswept place...
- I've found a special place....

To effectively manipulate task design, you could provide some children with the choice of writing the description from a different viewpoint. Could they describe the forest through the eyes of the tiger who is hungry and prowling through the undergrowth? Could they describe the forest through the eyes of the toucan who is lost and afraid? Allow several sessions for this to give plenty of time to explore viewpoint and the different forest scenes at night and day. You should end up with same very different descriptive outcomes based on the same stimulus.

9) To evaluate and edit my writing

Give children time to respond to the marking and feedback. Re-read their setting descriptions, referring to the Success criteria, what have they included/forgotten? Do they need to make any changes/additions/ improvements? Ask the children to highlight/underline in different colours the different word classes and phrases that they have included. Create a key, eg adjectives are red, nouns are green...

Swap books with a partner. Read aloud. What have they done well? What could they do to improve their writing? Write a comment about their partner's work, eg WWW/EBI (What went well/Even better if) or 3 stars and a wish....

Once the children are confident and happy with their final drafts, allow the children time to publish their descriptions to add to the working wall/*The Tin Forest* display.

HIAS English Team

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