

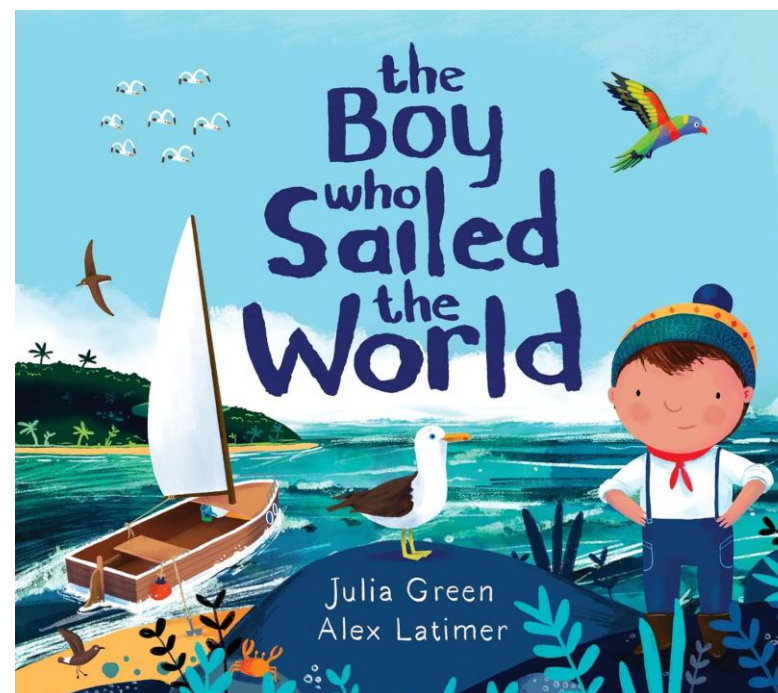
HIAS MOODLE+ RESOURCE

The Boy who Sailed the World
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Year 1 writing journey – Spring

HIAS English Team

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Final version



Overview

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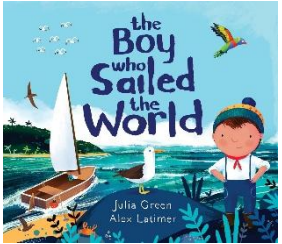
All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- 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.

Year 1 Writing learning journey Outcome: A retelling of part of the story (two – three images).	Text driver: 	Key reading statements • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Key writing statements write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense develop their understanding of the concepts by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop • using a capital letter for the personal pronoun 'I' spelling: • words containing each of the phonemes already taught • common exception words already taught handwriting: • begin to form lower-case letters in the correct direction • form capital letters
Linked texts: <i>Emma Jane's Aeroplane</i> by Katie Haworth <i>Mr Gumpy's Outing</i> by John Burningham <i>Journey</i> by Aaron Becker		

Overview of Learning Journey: The Boy who Sailed the World

Stimulate and generate

In this part of the sequence, pupils will be fully engaged with the text, while developing their vocabulary and practising accurate transcription skills

1) I can enjoy a text

Read the text to the class.

Ask the class if they can remember some of the things that the boy saw on his adventure.

Put up a collection of images that show objects from the story. This could include:

- a ferry
- a dolphin
- a sunset
- a wave
- a star
- an island (tricky word)

Ask pupils which one they would like to see if they went on an adventure.

Teacher models saying their answer: *I want to see a dolphin.*

If possible, expand with why: *I want to see a dolphin because it is beautiful.*

Pupils share their ideas with their partners. Share as a class.

Notes - possible adaptations to meet the needs of your class

2) Transcription focus

Share words with the class from the previous session and support pupils in reading the words using sound buttons.

Model writing the word:

- Show an image (eg, a dolphin).
- Teacher models writing the word underneath using correct letter formation.
- Emphasise phonics knowledge and handwriting.

Pupils annotate images with the correct word.

Variation of activity might include:

- Add initial letter only (e.g., “d” for dolphin).
- Match pictures to words (cut-and-stick or interactive).

Dictation practice:

This may be carried out with the whole class or with groups:

Choose a sentence that has previously taught skills (e.g. phonics, letters, common exception words) based on text.

- **Read the sentence aloud**
Example: *I see a ferry.*
Repeat slowly and clearly.
- **Count the words together**
How many words are in the sentence?
Pupils hold up fingers: **4 words.**
- **Segment tricky words**
ferry → f-e-rr-y
- **Pupils write the sentence**

Use handwriting lines if needed Encourage finger spaces, capital letter and full stop. • Check together Teacher writes the sentence on board. Pupils compare and correct.							
3) I can use words to say how a character feels. Share the following words: <table><tr><td>happy</td><td>proud</td><td>scared</td><td>brave</td><td>joyful</td><td>peaceful</td></tr></table> Check meaning by using symbols or images. Read the story again and ask pupils to think about how the boy feels at different points. Show the picture of the boy in his cabin. Display three words: proud, brave, scared Ask which one they would choose to describe how he is feeling. Model the answer: <i>I think he is scared.</i> If possible, expand: <i>I think he is scared because it is dark and he is all alone.</i> Pupils discuss this image. This may be repeated with another picture.	happy	proud	scared	brave	joyful	peaceful	
happy	proud	scared	brave	joyful	peaceful		
4) Transcription focus Share words with the class from the previous session and support pupils in reading the words using sound buttons. Model writing the word:							

- Show an image and discuss which feeling might match the picture.
- Teacher models writing the word underneath using correct letter formation.
- Emphasise phonics knowledge and handwriting.

Pupils annotate images with the word that they think matches the boy's feelings.

Variation of activity might include:

- Add initial letter only (e.g., 'a' for angry).
- Match pictures to words (cut-and-stick or interactive).

Dictation practice:

This may be carried out with the whole class or with groups:

Choose a sentence that has previously taught skills (eg phonics, letters, common exception words) based on text.

- **Read the sentence aloud**
Example: *He feels proud.*
Repeat slowly and clearly.
- **Count the words together**
How many words are in the sentence
Pupils hold up fingers: **3 words.**
- **Segment tricky words**
Proud – p-r-ou-d
- **Pupils write the sentence**
Use handwriting lines if needed
Encourage finger spaces, capital letter and full stop.
- **Check together**
Teacher writes the sentence on board.
Pupils compare and correct.

5) Site of Application

Read the final page that tells us that this book is based on a true story.

Go back to the picture of the boy in the cabin. Ask pupils to write a speech bubble with what he might say to his mum at this point. This could be:

- A **word** (*scared*)
- A **sentence** (*I feel scared.*)
- A **few sentences** (*I feel scared Mum. I want to come home.*)

Capture, sift and sort

In this part of the sequence, pupils will add adjectives to a noun and write sentences with the conjunction 'and'.

6) I can add an adjective to a noun

I do:

Write: *He saw a star.*

Think aloud: *I need a capital letter at the start, finger spaces between words, a full stop at the end, and correct spelling.*

Point out that *saw* is past tense, so the action happened in the past.

Share the table below and ask pupils to read the adjectives out loud:

He	saw	a	gold grey blue green red bright	star. dolphin.
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Notes - possible adaptations to meet the needs of your class

			quick slow								
Model adding an adjective to describe the star. <i>He saw a gold star.</i> We do: Pupils work in pairs to try other adjectives for <i>star</i>. Challenge Question: “What if the noun was <i>dolphin</i>? Which adjectives would work?” You do: Pupils complete their own sentences using the substitution table. Pupils say their sentences aloud before writing.											
7) I can use <i>and</i> to join ideas in a sentence. <table> <tr> <td>happy</td><td>proud</td><td>scared</td><td>brave</td><td>joyful</td><td>peaceful</td></tr> </table> Display the words: Practise reading them aloud and add sound buttons to reinforce phonics. I do: Share image of the star from the previous session. Write sentence from previous session: <i>He saw a gold star.</i> Model joining it with <i>and</i>. <i>He saw a gold star and he felt joyful.</i> Think aloud: <i>I need a capital letter at the start, finger spaces between words, a full stop at the end and correct spelling.</i> Point out that <i>saw</i> and <i>felt</i> is the past tense, so the action happened in the past. We do: Pupils work in pairs to try other sentences which work with <i>He saw a gold star</i>						happy	proud	scared	brave	joyful	peaceful
happy	proud	scared	brave	joyful	peaceful						

Challenge Question: “<i>What if the first sentence was - He saw a quick dolphin. What could the next clause be?</i>” You do: Pupils complete their own sentences using <i>and</i>. Pupils say their sentences aloud before writing. Variation: Support: Some pupils practise simple sentences like <i>He felt happy</i>. Challenge: Some pupils could write sentences like <i>He saw a gold star and he did not feel scared</i>.	
Create, refine, evaluate <i>In this final part of the sequence pupils will learn to develop their ideas orally before noting them down, organise ideas into a draft and edit for accuracy and sense at the point of writing.</i> 8-9) I can write a sentence to retell a story Explain that pupils will choose a picture from the story and write a sentence using an adjective and <i>and</i>. Teacher models with ferry image: <i>He saw a big ferry and he felt scared</i>. Think Aloud: <i>I need a capital letter, finger spaces, a full stop, and correct spelling.</i> Independent practice: • Pupils choose a picture and write one sentence. • Pupils choose another picture and write a second sentence.	Notes - possible adaptations to meet the needs of your class
Challenge: Pupils draw their own picture of something else he might have seen and write a sentence about it. 10) I can share my work • Pupils receive specific feedback on one thing to improve (eg, letter formation, a common exception word, phonically plausible spelling, or missing capital letter/full stop). • Pupils edit that one thing in their sentence.	

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| <ul style="list-style-type: none">• Pupils share one sentence with a partner orally. | |
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For further details referring to English, please contact:

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

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