

SERVICES FOR SCHOOLS

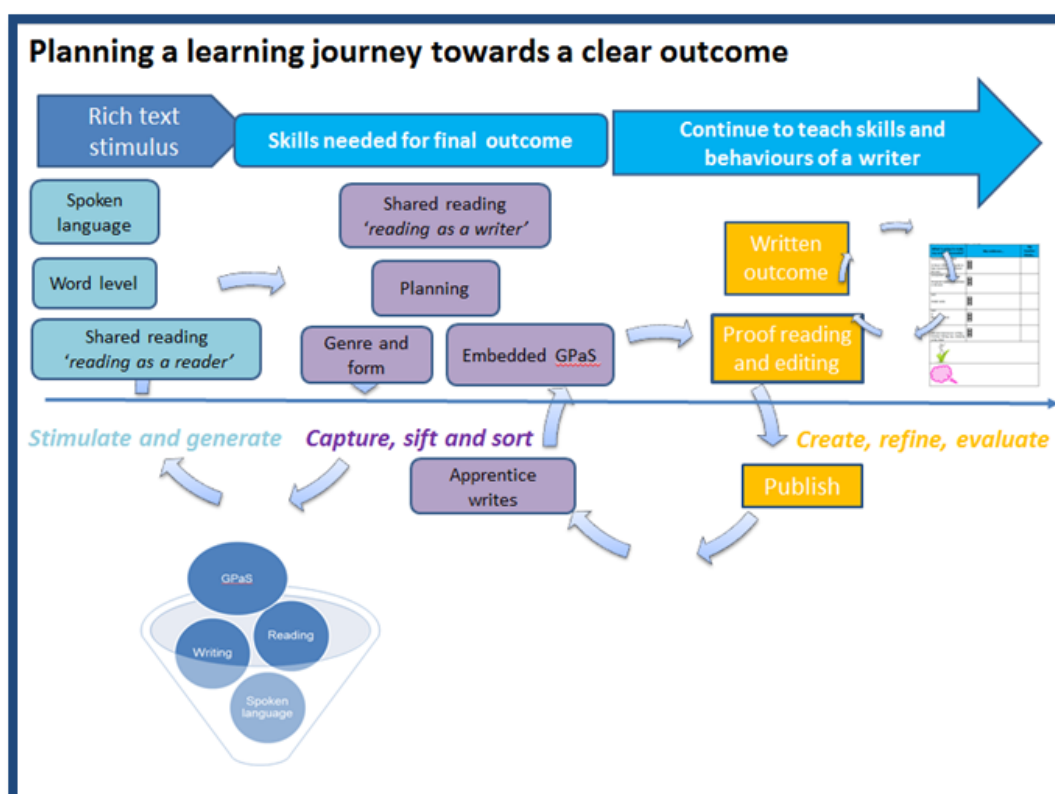
Letters from the Lighthouse by Emma Carroll

Year 3 example learning journey

Contents

All learning journeys are based on the HIAS English team 3 stage approach to writing outcomes from a literary driver. These 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. Each unit includes word level development, spoken language opportunities, reading comprehension and embedded grammar.


All the example plans should be adapted for individual classes and cohorts to reflect AfL, prior learning, national curriculum requirements and the needs of individuals.

The HIAS English team can offer bespoke support to individual schools in planning effective learning journeys, that ensure high levels of progress and attainment for all learners.

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<p>Year 3 Writing Learning Journey Outcome: Write a letter to a local museum, discussing: Should children have been evacuated in World War Two? Purpose: to discuss Audience: local museum Form: a letter</p>	<p>Text Driver Letters from the Lighthouse Emma Carroll</p> 	<p>Key Writing Statements</p> <ul style="list-style-type: none"> • Explore vocabulary linked to describing the impact of war • write a series of linked sentences • write an increasing range of sentence structures • Edit and evaluate my own work, making improvements when I need to. <p>Possible Guided Reading Link Texts: Friend or Foe Michael Morpurgo Carrie's War Nina Bawden Goodnight Mr Tom Michelle McGorian</p>
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Overview of Learning Journey (13-15 sessions)

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>LI: discuss words and phrases that capture my imagination <i>'We weren't supposed to be going to the pictures that night. We weren't even meant to be outside, not in a blackout, and definitely not when German bombs had been falling on London all month like pennies from a jar.'</i> Explore the images that the children are visualising. <i>KQ: How does this make you feel? Can you explain why?</i> Children to record these visualisations however they wish using a variety of art materials. Listen to a variety of recordings and show pictures from WW2 to immerse them in the historical period. Is there anything they would like to add to their visualisations?</p> <p>LI: discuss the effect of specific language on the reader Share their visualisations from the previous day. Read, or listen to short extracts, from the text where the war is described as well as how people felt about it. <i>KQ: What words are used? What colour has been used in each others visualisation? Look at other art work from World War Two: how does it make you feel? How is it portrayed?</i> Share extracts from other fiction books about World War Two. Collect vocabulary and place in a zone of relevance.</p> <p>LI: make inferences, supported by the text Explore how Olive and her brother are feeling as a result of losing Sukie. <i>KQ: How do we know that they are feeling sad? Lonely? Do they feel the same? What about her mother?</i> Choose two characters they have met so far and use a Venn diagram to compare the feelings that the characters are showing. Do we have any questions about how the characters are behaving? Do they have any secrets? Add to the learning wall.</p>  <p>LI: make inferences, supported by the text On the journey to being evacuated, how is Olive feeling? Ch to devise questions to ask Olive/the billeting officer/ Olive's mother about being evacuated. In small groups, hot seat each other as one of the characters; take turns to play different roles and ask the questions. Track one of the character's feelings so far in this book through the use of a paper chain: draw a simple face to show the emotion and add quotes from the text in the tummy to show how those are supported by the text.</p>	<p>Apprentice writing LI: to write showing understanding of the main points On page 212, Olive writes to her mum telling her she is needed quickly: write the telegram that she writes to her mum. Use summarizing skills, what are the VIP words and how can you create a gist? Is it succinct enough?</p> <p>LI: write an increasing range of sentence structures (simple and compound) Explore the structure of different sentences within the text (page 33, page 21 have some good examples). Give children a range of sentences to discuss first. 'Roll a dice': even numbers=simple sentence and odd numbers = compound sentence...match the sentence example to the type. <i>KQ: Can they write their own simple and compound sentence about evacuation? What is the difference?</i> Discuss the importance of writing in a range of sentence types.</p> <p>Apprentice writing: LI: write a series of linked sentences Olive doesn't want to upset her mum so she tells her all is well on the postcards, but what does she <i>really</i> want to say to her mum on the postcards about her time in Devon? Write the postcard Olive wants to write, but doesn't! <i>KQ: How is Olive feeling? What should she tell her mum?</i></p> <p>WAGOLL lesson LI: by discussing writing similar to that which they are planning to write T to write a discussion about whether Devon should accept any more evacuees (use the facts and opinions the children shared in the town meeting). Ensure all the following grammar is evidenced; children need to annotate the WAGOLL with the effect and impact on the reader.</p> <p>SPELLING LINK LI: use irregular past tense verbs</p>	<p>Main writing Outcome: Write a letter to a local museum, discussing: Should children have been evacuated in World War Two?</p> <p>LI: to plan a discussion T to model how to plan for a discussion using a graphic organiser to plan the discussion – make a point and give an explanation/ evidence for each one. Children to plan their own. WTS to do this as a group with support.</p> <p>LI: to write a discussion Model the introduction and then a 'for' and 'against' paragraph as well as a conclusion over several sessions. T to ensure the metacognition of writing is clear to children, including GPC choices as well as sentence and word construction. Children to have opportunities within the lesson to proof-read against non-negotiables of writing. Use AfL within, and after lessons, to shape the learning for the next day: <i>what will the focus of my modelled session need to be to ensure all children are keeping on track?</i></p> <p>LI: Edit and evaluate my own work, making improvements when I need to. T to suggest sections that need to be edited as they are not effective for the form/purpose. <i>KQ: Is this vocabulary choice effective? Does this sentence structure convey the message I want it to? What is the overall effect on the reader?</i></p>

KQ: Where is the evidence that this character is feeling like this? How do we know? What does the author imply? How might they be looking? Talking? Standing?

LI: to take part in a discussion

Take the words and phrases from the zone of relevance. Compile opposite sides – a ‘for’ evacuation and an ‘against’ evacuation. *KQ: Would any of these words be useful to describe how someone might be feeling?*

Split the class into half and create a ‘for’ and an ‘against’ side. Write facts and opinions and whether evacuation is a good thing or not. Children to choose their favourite and in a conscience alley activity, persuade the ‘billeting officer/teacher’ to believe in their side of the argument. If time allows, move into a town meeting (Devon) to argue as to whether they should take evacuees or not! Children to write their most persuasive point and explain using evidence – ‘PEE’. Use an answer frame to support them in structuring their argument carefully.

KQ: What normally happened to a word when it becomes past tense? Revise the morpheme ‘ed’ and its meaning. Play a quick game: such as ‘North, East, South, West’ with simple changing of spelling, including doubling consonant, dropping the e, changing the y to an I and just adding ed. Use words from the rich text to do this. AfL: Which children need a revisit of these rules? If so, complete a ‘pairs game’ on this.

For children who have consolidated this knowledge, discuss the irregular past tense by exploring examples of the past tense in sentences from the rich text. *KQ: What has happened to the word? Is there a rule we can generate from this?* Give children a selection of irregular past tense verbs. They need to write sentences about evacuation using them. For example: *The children wept silently as the train pulled out of the station.*

Use outcomes to inform personal targets for next written outcome.