

<p>Year 8</p> <p><u>Writing Learning Journey</u></p> <p>Outcome: Letter from a character point of view</p> <p>Purpose: inform/explain (empathise with character) Audience: friend/family member of character Viewpoint: character Form: letter</p>	<p><u>Text Driver</u></p> <p>Rabbit Proof Fence (film)</p> <ul style="list-style-type: none"> • Empathise with characters, showing understanding of emotions and ideas; linking with contextual understanding 	<p><u>Key Writing Statements:</u></p> <ul style="list-style-type: none"> • Use a range of devices for cohesion within and between paragraphs (including noun-pronoun cohesion, fronted adverbials, time connectives, fronted prepositional phrases, topic sentences, using jigsaw words) • Experiment with positioning a wide range of clause and phrase structures to achieve deliberate effect • Use a range of punctuation accurately (focus on commas) • Express the character's thoughts and feelings about a key event from the film, explaining their motivations for their actions <p><u>Possible Guided Reading Link Texts:</u></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Overview of Learning Journey

Stimulate and generate	Capture, sift and sort	Create, refine, evaluate
<p>Key Learning:</p> <p>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Show understanding and empathise with characters' and writers' feelings that go beyond their own experiences of the world</p> <p>Build understanding and check the text makes sense by: re-reading; asking questions; discussing understanding; inferring meaning; making predictions and exploring connotations, including how different connotations can co-exist</p> <p>Explore how the context in which texts are set and read can bias and influence an audience's understanding of its meaning</p> <p>Track the development of individual characters, ideas and themes through the text, and comment on how they change and develop</p> <p>Draw together evidence from a range of places to back up their ideas about explicit and implicit meaning</p> <ul style="list-style-type: none"> • Watch and enjoy <i>Rabbit Proof Fence</i>, stopping regularly to discuss and develop understanding of the story, situation and character's feelings • Activities to capture understanding of text e.g. <ul style="list-style-type: none"> ○ timeline ○ annotated map with key events ○ character think bubbles added to images ○ inference sums ○ role on the wall/paper dolls for character tracking ○ making predictions ○ hot seating for characters ○ opinion scales – how far do you agree with an evaluative statement about character? Reasoned response explaining why they have come down at this point ○ Venn diagram or table to show the contrasting reactions/emotions of different characters 	<p>Key Learning:</p> <p>Craft writing for purpose, audience, form, genre and viewpoint, independently choosing features to influence the reader.</p> <p>Use a WAGOLL (created by department) that models all of the key features for the written outcome:</p> <ul style="list-style-type: none"> • paragraphing • cohesive features • range of sentence openings • good range of vocabulary to express ideas and emotions <p>Use a wide range of devices for cohesion within paragraphs to guide and influence the reader (e.g. conjunctions, adverbials, pronoun control, connective chains, semantic field, noun choices)</p> <p>Explain Change Create activity on paragraphing and cohesion (modelled, shared, guided, paired, independent according to teacher's judgement of pupils' needs)</p> <ul style="list-style-type: none"> • Explain: Give pupils 3 paragraphs from the WAGOLL and they work out the order of the paragraphs, explaining why they have chosen the sequence and how the paragraphs are linked – stick in books and annotate with explanatory notes. Make list of cohesive features • Change: Give 2 paragraphs (paragraphs 4 and 5) that don't have linking features. Pupils add in cohesive features - differentiate by challenge of cohesive features suggested/level of support • Create: Generate as many examples of each cohesive feature as possible <p>Experiment with positioning a wide range of clause and phrase structures to achieve deliberate effect, justifying decisions made.</p> <p>Use a full range of punctuation accurately and for impact</p> <p>Using the WAGOLL, explore the grammar of sentences desired for the final outcome.</p> <ul style="list-style-type: none"> • Explain: Sentence unscrambling – give phrases from the sentence on strips of card and pupils sequence them so that the sentence makes sense, adding in the punctuation • Change: Sentence imitation – mimic the structure of chosen sentence examples using different vocabulary and create a repertoire of sentence types – 3 different sentences in each structure • Create: Slow writing – using prompts 	<p>Key Learning:</p> <p>Generate ideas calling on stimuli, including knowledge of texts and experiences of the world, to inspire and inform thinking, synthesising related ideas to include in writing</p> <p>Adapt planning, focusing on the purpose of writing, and choosing the most effective method</p> <p>Choose planning format (differentiate by level of support/direction) e.g. mind map, boxed up plan, flow chart, list of key points etc. as desired.</p> <p>Pupils plan letter from their character, taking into account</p> <ul style="list-style-type: none"> • details about the event and the situation • emotions and thoughts of the character • contextual knowledge of society and time – reactivate knowledge from previous learning loop about 1930s Australia • tone and register they would use <p>Discuss what the character would think and feel, and what needs to be included in the letter. Think about the order that points need to be included.</p> <p>Craft writing for purpose, audience, form, genre and viewpoint, independently choosing features to influence the reader.</p> <p>Pupils write letter from the point of view of chosen character, ensuring as they go that they use the key features explored during capture, sift and sort phase</p> <p>Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.</p> <p>Peer assess – planned activity and resources to support conscious evaluation and feedback – focus on paragraphing, cohesive features and sentence structures</p> <p>Pupils edit and improve their own writing – proofreading and correction before final draft and publication</p>