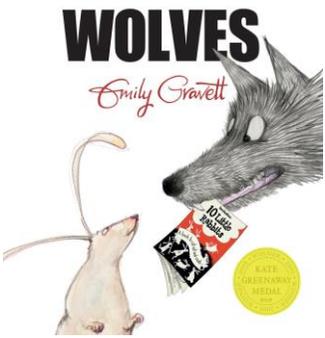


<p><b>Year 1/2 Learning Journey</b></p> <p><b>Outcome:</b> Write an alternative ending</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers and School community</p> <p><b>Form:</b> Narrative</p> <p><b>WAGOLL:</b> Examples of alternative stories</p> <p><b>Application piece:</b> A diary entry as one of the wolves following the rabbit.</p>	<p><b>Text Driver</b></p>  <p>Wolves by Emily Gravett</p>	<p><b>Key Writing Statements:</b></p> <ul style="list-style-type: none"> <li>Use a range of interesting sentence openers</li> <li>Use suffixes correctly in their writing</li> <li>Use conjunctions to extend sentences</li> <li>Use adventurous vocabulary appropriate to task</li> <li>Use simple noun phrases (adjective + noun)</li> <li>Sequence sentences to form short narratives</li> <li>Use a range of punctuation.</li> <li>Use adverbs precisely</li> <li>Re-read what they have written to check that it makes sense</li> </ul> <p><b>Key Reading Statements:</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Recall the main points of a narrative in the correct sequence.</li> <li>Ask questions about a text</li> <li>Make inferences about characters</li> <li>Discuss favourite words and phrases</li> <li>Make predictions based on what has been read so far</li> </ul> <p><b>Key speaking and listening Statements:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, role play and improvisations</li> <li>Use spoken language to develop understanding of through imagining and exploring ideas</li> <li>Build vocabulary</li> <li>Confidently contribute ideas and opinions to group discussions</li> </ul>
<p><b>Overview of Learning Journey</b></p>		
<p style="text-align: center;"><b>Stimulate and generate</b></p> <p><b>Hook!</b></p> <p>The children will come into class and see Peggy, a wolf's footprint and a library card. The children will be informed that an event has occurred, her friend Oleannder Grrrabbitt has disappeared. Can the children follow the clues to solve the mystery?</p> <p><b>LO: I can look at illustrations and make predictions</b></p> <p>Look at the front cover of the book. What do the children notice? What ideas/ puzzles do they have about the book? Draw their attention to the title: Wolves, and the image of a rabbit. Scribe their responses for the writing journey. Now explore the front matter: a doormat. Again,</p>	<p style="text-align: center;"><b>Capture, sift and sort</b></p> <p><b>LO: I can use expanded noun phrases to describe the wolf, rabbit and homes.</b></p> <p>The children will start this session by working in role as one of the characters. They will talk about themselves (in role) and will ask each other questions about themselves. This will assist with the description of each character.</p> <p><b>LO: I can use adverbs precisely.</b></p> <p>Children will revisit adverbs. We will link adverbs to the events/actions in the story. We will brainstorm as a class and the children will be encouraged to apply these to their own sentences.</p> <p><b>LO: I can use punctuation accurately.</b></p>	<p style="text-align: center;"><b>Create, refine, evaluate</b></p> <p><b>WAGOLL - Look at examples of alternative stories.</b></p> <p><b>LO: I can plan an alternative ending</b></p> <p>We will reread the story up until the alternative ending. The children will plan the ending to the story - focusing on the sequence of events so far and what we already know about the characters.</p> <p><b>LO: I can write an alternative ending to the story.</b></p> <p>Using the success criteria and targets set from the previous application piece children will write their alternative ending.</p> <p><b>LO: I can edit and revise my written work</b></p> <p>Check and edit their own work (with support as necessary). Refer back to success criteria.</p>

<p>discuss what the children notice and encourage them to make initial predictions about the book. Require them to articulate their predictions by giving reasons. Read aloud the text to the children without showing them the illustrations (stopping at the spread with the torn red book cover) and ask: what kind of book is it? Is it what they expected? Reread the book again; this time showing the illustrations. Whilst reading, encourage the children's questions and comments, and stop to explore interesting details. Return to the children's initial predictions. Can they be confirmed or do they need to be adjusted in the light of what the children now know? Predict the ending with the children by asking: what do you think will happen? Record predictions and encourage children to give reasons for their suggestions.</p> <p><a href="#">LO: I can explore a text to make inferences and explanations.</a></p> <p>Reread the book to the children and return to their suggestions about what they think has happened. Using the double page spread of the final doormat, compare it with the initial mat and ask: are the rabbit and the wolf friends? Explore the junk mail found on Rabbit's doormat. Look closely at the playful use of language, jokes and puns. Explain that the children are going to imagine Wolf's doormat: what his take away restaurant would be called and dishes it would serve, or the business cards that would be dropped in his door, or the catalogues from the food shop - what would they sell that would appeal to wolves?</p> <p><a href="#">LO: I can sequence the story.</a></p> <p>The children will work in small groups and will sequence the story firstly through drama and then through pictures and annotations.</p>	<p>Children will use all of the punctuation taught this year to create their own sentences based on the story.</p> <p><a href="#">Application Piece:</a> A diary entry as one of the wolves following the rabbit.</p>	
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