

Year 3/4 Learning Journey-Spring term

Outcome:

Purpose: To entertain

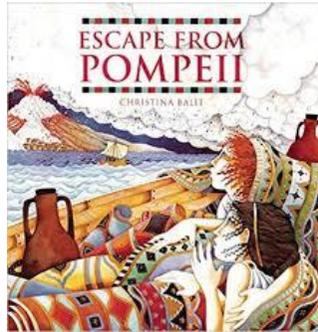
Audience: Tranio and Livia's grandchildren.

Form: First person narrative from the perspective of Tranio or Livia telling their grandchildren the story of their childhood.

Application piece: A written narrative from the children's point of view but as adults. Taking their grandchildren to the site and telling them the story underneath the orange tree.

Text Driver

Escape from Pompeii – Christina Balti



Key Writing Statements:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas
- Compose and rehearse sentences orally
- Build a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Expand noun phrases by adding prepositional phrases
- Assess the effectiveness of their own and others writing and suggest improvements of grammar and vocabulary.
- Proof read for spelling and punctuation
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Key Reading Statements:

- Discuss words and phrases that capture the reader's interest and imagination
- Infer characters' thoughts and feelings from their actions and justify these with evidence
- Discuss their understanding and explaining the meaning of words in context
- Identify how language contributes to meaning
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books,
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books,
- showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- En3/2.2b understand what they read by ...

Key Spoken Language Statements:

- Give well-structured descriptions and narratives for different purposes, including for expressing feelings
- Listen and respond appropriately to adults and their peers
- Use relevant strategies to build their vocabulary
- Participate in role play
- Consider and evaluate different viewpoints
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Overview of Learning Journey (12 sessions – 3 weeks – beginning in Week 2)

| <p>Stimulate and generate:</p> <ul style="list-style-type: none"> ○ <i>engage with the text</i> ○ <i>build knowledge</i> ○ <i>stimulate thinking</i> ○ <i>generate vocabulary</i> | <p>Capture, sift and sort:</p> <ul style="list-style-type: none"> ○ <i>explore the writer’s craft</i> ○ <i>explore the grammar of the text</i> ○ <i>imitate features of writing</i> ○ <i>deliberate practice</i> | <p>Create, refine, evaluate:</p> <ul style="list-style-type: none"> ○ <i>plan</i> ○ <i>draft</i> ○ <i>edit and improve</i> ○ <i>publish</i> |
|---|---|--|
| <p>1. LO: I can identify and recall significant parts of a story.</p> <p>Teacher to read the story to the children. Tell them that they are going become Tranio or Livia when they are old and they will be telling the story to their grandchildren. Think about and identify the most significant parts of the story, which are the most important parts that cannot be left out, why is it important for the story to be in order. Put actions to the significant parts and begin to rehearse them in order to retain and recall the story. Model by creating a whole class story map.</p> <p>2. LO: I can create my own story map.</p> <p>Children recall and act out the story using the story map created as a whole class, first altogether, then in pairs or small groups. They will then create their own story maps, once finished they will see if they are able to use their story map to retell the story to a different friend. Homework – retell the story to someone at home.</p> <p>3. LO: I can generate ideas</p> <p>Using pictures of different places and other texts ask the children to think about their senses and draw out suggestions of what they think they would be able to smell, hear, taste, see and what their thoughts and feelings might be if they were there. Do one altogether as a class and then give a different picture/text and ask them to work in smaller groups to have a go at another one.</p> <p>4. LO: I can discuss and record ideas</p> <p>The children will listen to a short video clip of a volcano eruption, (they won’t know what they are listening to) they will be asked to imagine they are at home or school and all of a sudden they hear the video. They will note down all the things they hear, how they feel, their thoughts and what questions they have. They will then watch the video clip and think about what they can see, does it sound different, what it might smell like, what their thoughts might be if they were there and how they feel now. In pairs infer Tranio and Livia’s thoughts and feelings, create sentences explaining how they think they may have felt and why?</p> <p>5. LO: I can identify and use powerful verbs</p> <p>Look at a text or piece of text with powerful verbs, what are they, what effect do they have on the reader? Create sentences of their own choosing powerful verbs to capture the interest of the reader. Choose one for a friend to evaluate and edit, share some with the class.</p> | <p>1. LO: I can answer questions from someone else’s point of view.</p> <p>Children are going to pretend they are reporters and generate questions that they would want to ask different characters from the story, in an interview about the eruption. Myself first and then a selected few will hot seat different characters and answer questions in front of the whole class. Then in small groups they will go off and take it in turns to be the reporters asking the questions and the characters answering the questions.</p> <p>2. LO: I can identify prepositional phrases.</p> <p>Recap the definition of a preposition, then a prepositional phrase, class to give some examples. Discuss more complex prepositional phrases such as far off in the distance, all the land for miles around, emerges through the fog, looming in the distance ect. Children can look through pages 171-172 of the book to find and list the complex prepositional phrases. Teacher to write some partially complete examples on the board for the children to complete in pairs. They then go off to write some of their own. Share good examples with the class.</p> <p>3. LO: I can write in first person</p> <p>Children will rewrite a part of the story in first person. Discuss past and present tense and model examples of how to change a sentence, for example she couldn’t breathe becomes I couldn’t breathe. List the pronouns and how they would change depending on the tense. Children can re-write some sentences that are given by the teachers before re-writing part of the story.</p> | <p>4. LO: I can plan my writing</p> <p>Using their notes from previous lessons and their story map, begin to create a plan to tell the story from either Tranio or Livia’s perspective. A planning sheet will have a beginning, middle and end and boxes for the different senses, their thoughts and feelings and for powerful verbs.</p> <p>5. LO: I can write a story from the perspective of another.</p> <p>Teacher to model the writing of the story, possibly over 3 lessons. Beginning, middle and end. They will write their story using their plans ensuring that they make the correct choice of pronouns to write in first person and consistently use the correct tense throughout their writing, LA - focus on choosing powerful verbs MA- Focus on adverbs and describe their senses. HA children will do the above and describe the characters thoughts and feelings.</p> <p>2. LO: I can edit and improve my writing</p> <p>Read over their writing correcting capital letters, full stops and spelling. Choose one paragraph they think they can make better and make changes to grammar and vocabulary to improve its effectiveness on the reader. Could work in pairs to do this and make suggestions for each other. Read aloud some of their original sentences and their improved ones to the class to compare the difference.</p> |