ESSENTIALWRITING.

Detailed English Plan



Report writing unit featuring 'The World of the Unknown: Monsters' by Carey Miller and 'The **Book of Mythical Beasts and Magical** Creatures' by Stephen Krensky



purpose



Core Text(s): The World of the Unknown: Monsters by Carey Miller, published by Usborne The Book of Mythical Beasts and Magical Creatures by Stephen Krensky, illustrated by Pham Quang Phuc, published by DK

Step	National Curriculum Coverage	Teaching Outline
1	Note and develop initial ideas, drawing on reading and research where necessary Identify the audience and purpose for writing, selecting appropriate form and using other similar writing as models for their own	Discuss what the children notice within the different pages of texts and start to develop shared success criteria for non-chronological reports, based on children's understanding of language choices when writing to inform. Start to generate a working wall of vocabulary that children can refer to during the course of the unit. Discuss who the reader/audience could be for their own NCR about a mythical creature/ monster (e.g. an anthology for the class to enjoy).
2	Select appropriate vocabulary, understanding how such choices can change and enhance meaning	Continue to gather and discuss vocabulary from the core texts. Children write a letter, focusing on judicious selection of verbs, nouns and adjectives to ensure precise meaning.
3	Use a wide range of devices to build cohesion within and across paragraphs Select appropriate vocabulary, understanding how such choices can change and enhance meaning	Discuss the use and purpose of multi-clause sentences used within the core texts. Children practise using coordinating and subordinating conjunctions within their own sentences to describe some of the monsters/ creatures they have been reading about.
4	Use a wide range of devices to build cohesion within and across paragraphs Add detail to expanded noun phrases	Using a model from the core text, children experiment with creating a detailed paragraph about a monster/creature of their choice, using a range of simple and multi-clause sentences.
5	Select appropriate vocabulary, understanding how such choices can change and enhance meaning Y4: Fronted adverbials [for example, Later that day, I heard the bad news.]	Children start to build descriptions of a creature, deciding on specific details to include through their use of adverbials and precise vocabulary, in order to add interesting information for the reader
6	Brackets to indicate parenthesis* *dashes and commas to indicate parenthesis will be introduced later in the year	An introduction to the use of brackets* to insert parenthesis, an explanation, detail or an after-thought, into the main clause. Children investigate range of non-fiction texts to find examples of parenthesis using brackets and its effect on the reader.
7	Note and develop initial ideas, drawing on reading and research where necessary	Children are given time to devise their own creature/ monster by discussing, drawing and annotating their ideas and deciding on their favourite.



8	Note and develop initial ideas, drawing on reading and research where necessary	Start to plan their ideas based on paragraphs according to topic e.g. appearance, habitat, etc.
9	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Children combine Latin root words and prefixes to create their own new words in English, in order to describe their creature's abilities or appearance.
	Use knowledge of morphology and etymology in spelling	
10	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Spend time drafting their non-chronological report about their imagined creature, based on their ideas and planning from previous lessons and using the success criteria.
11	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs	Continue drafting their non-chronological report about their imagined creature and edit for cohesion.
12	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Edit according to the success criteria to make specific improvements to sentence and word choices.
13	Ensure the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors	Proof-read according to punctuation and spelling improvements and publish into page to be put into the class anthology.
14	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Publish a final non-chronological report focusing on handwriting expectations.
	Use further organisational and presentational devices to structure the text and guide the reader	Children spend time adding the finishing touches, according to the specific criteria of the genre, to pull the final class anthology together.
15	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Children create own sections of the glossary (on slips of paper to be stuck into back pages of anthology and/or own section for A-Z of monsters.



(î)	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 15 steps Non-chronological report World of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	NCR: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	 Diagrams show the reader more details about the important parts of what they are finding out about (Y2) Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or subtopic (Y3/4) Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) Might include quotes from people to provide more information and add interest for the reader (Y3/4) Use of brackets can add extra information or an explanation (parenthesis) for the reader 	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4) Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)	Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) Use a comma after a fronted adverbial — this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (Y4)	verb, tense, past tense adjective, noun, noun phrase, comma (Y2) clause, subordinate clause, conjunction, preposition, paragraph (Y3) adverbial (Y4) parenthesis, bracket (Y5) bullet points¹, synonym, antonym (Y6)
Adaptations for Year 6 curriculum	headings, subheadings,	6 to start to use a fuller range of <u>layout devices</u> to supp <u>diagrams</u>); if appropriate start to use <u>bullet points</u> – co	onsistently punctuated – in or	der to support organisati	on of writing.

Re-teach/ review learning from Y5/6 (Year A) regarding the <u>difference between structures typical of informal speech and structures appropriate for formal speech and writing</u> (e.g. formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing; more formal writing usually avoids contracting words so that it does not mimic everyday speech; more formal writing usually avoids phrasal verbs

Teach how words are related by meaning as synonyms and antonyms [for example big, large, little] - link this learning to using synonyms to avoid

HFL Education

for more precise verb choices

unnecessary repetition for the reader and build cohesion

ENGLISH UNIT PLANNER	Term: Autumn 1
Unit: Non-Chronological Report	Duration : 15 steps (approximately 3 weeks)
Final written outcome: A non-chronological report, based on children's	Audience: Classmates/ school community via publication in class
own invented 'monster' or fictional creature	anthology of monsters, beasts & magical creatures
Key Text Titles: The World of the Unknown: Monsters by Carey Miller	
The Book of Mythical Beasts and Magical Creatures by S	Stephen Krensky, illustrated by Pham Quang Phuc
Key:	
This symbol is used to indicate an opportunity to add to your	
working wall.	Valley, have a every lift, a natartial
	Yellow boxes exemplify a potential written model to share with children.
	Writter moder to share with children.
This symbol is used where there is a grammar focus	
underpinning the writing model.	
	Orange boxes exemplify a potential
	spoken scaffold to share with children.
This symbol is used where there is an opportunity to	
address spelling within the context of the lesson.	
	Blue quote boxes offer suggested spoken
This symbol is used to indicate an opportunity for	prompts or questions that you could use.
children to proofread and edit their writing.	

Cross-Curricular links:

Art and Design – use a range of media/drawing styles to create illustrations of their monsters to accompany their writing

Computing – use of publishing software to create the shared anthology



Learning Objective: Note and develop initial ideas, drawing on reading and research where necessary Identify the audience and purpose for writing, selecting appropriate form and using other similar writing as models for their own **Learning Outcome:** Devise collaborative success criteria and an outline of purpose & audience for non-chronological reports

Route to Learning Outcome

Read the introductory page from the Usborne book— 'What is a monster?' along with the blurb on the back of the book and/or the introduction (p.5) and the opening for 'Our Mysterious World' (p. 7) from The Book of Magical Beasts and Mythical Creatures. Read clearly with overt expression. This could be an opportunity to embed some echo reading (children copying how you read something aloud) to allow children to practise reading with clear expression and fluency. Use this as an opportunity for book-talk, asking children how they feel about these books, whether they have read anything similar and any questions they may have about the texts.

I liked the section where	because
I disliked the section where	because
This reminded me of another book I	I know called because



[NB: There may be some unfamiliar vocabulary that the children will encounter in these texts. Examples may include: *folklore, mythological, despicable, intrigue, millennia, elusive, hoaxes.* Outside of your writing lessons (e.g. within reading lessons) it would be worthwhile to ask groups of children to look up the meanings of the words. On card, children write the word, the definition, synonyms and antonyms. These can then be displayed on the working wall to refer to during the extended writing task.]

Explain that, by the end of this unit, the children will have created their own monster or magical creature and collated their monsters into a class anthology. Their writing purpose will be to <u>inform</u> their reader about their beast and will take the form of a non-chronological report, similar to the two texts that they are reading within the lesson.

Main Activity: In order to look at how the writers have created their own information texts and non-chronological reports, hand out copies of double-page spreads from the core texts to pairs of children. With the book under the visualiser, look at the similarity in the use of index at the back of both books, along with the A-Z of beasts. Ask children to annotate and/or highlight anything on their copies of the texts that they notice, as well as discussing any similarities between the two texts. This can form the basis of success

Adaptations for Y6 curriculum coverage

Children should explore how the structural, language and presentation contribute to meaning and what impact this has on the reader.

Ask children to make links between these texts and other books they know which are similar in style and structure (for example, 'The Guardian's Bestiary' within *Impossible Creatures* by Katherine Rundell; *Mythopedia: An Encyclopedia of Mythical Beasts* by Good Wives and Warriors and/or other favourite nonfiction texts within the classroom).

Children should consider which devices they might want to emulate within their own non chronological report – exploring language, presentation and structure in more depth. For example:

<u>Language</u>: How does the author's choice of specific technical terms enhance the reader's understanding of the topic? Does the author show any bias in their language?

<u>Presentation</u>: How do the font choices, sizes, and colours help emphasise important points or key information?

<u>Structure</u>: How do the subheadings and bullet points help organise the text and make it easier for the reader to understand?



criteria. Guide discussions as appropriate, leading children to notice the following structural features relating to the genre, and language features relating to the writing purpose. For example:

Language choices when writing to inform:

reader and chunk the information to make it

Range of facts presented (examples include

dates, origins of names, locations) - leading

reader to understand who, what, when &

Variety of sentence structure provides

rhythm to the writing and ensures that they

provide clarity for the reader to understand

Use of brackets to add extra information and

• Heading and subheadings to guide the

more manageable for the reader

Paragraphs to start new sub-topic

reader does not get bored.

where?



What do you notice about how the texts are *structured* and *organised*? What do you notice about how the *writing is organised* on the page? What do you notice about the *sentences*? What do you notice about the *punctuation*?

Structural/ specific choices within genre (nonchronological report):

- Captions and labels to add information to illustrations
- Index to guide reader to know how to find something specific they might be looking for
- **Glossary** to provide definitions in a quick and easy guide for the reader
- A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents

Add the children's ideas about the criteria they notice (for possibilities see above) to the working wall and success criteria pyramids (see **Resource 1**, with annotated example in **Resource 1a**),

discussing language choices and their intended effect on the reader.

Allow time for children to consider their writing purpose, audience and how they might want their reader to

feel when they come to create their own non-chronological reports about their invented monster or mythical beast. You may wish to use **Resource 2** for children to use.

My writing purpose	My audience	How I might want my reader to feel when they read my writing:
To inform	I want to write for my classmates and publish for a class anthology	

Suggestions for other adaptations for learning

Adult support:

Some pupils may benefit from having an adult explain tier 3 vocabulary at the point of learning to support text comprehension.

Scaffolds and resources:

Pre-teach (e.g. within reading lessons) using these texts if possible, allowing children to have encountered the texts and vocabulary before and discussed word meanings, etc.

Resource 1: Success criteria pyramid

Resource 1a: Example annotated success criteria pyramid

Resource 2: Purpose & audience grid

Photocopies of a selection of double-page spreads from the core texts

Your notes



Learning Objective: Select appropriate vocabulary, understanding how such choices can change and enhance meaning **Learning Outcome:** Letter writing using precise choices of nouns, verb and adjectives

Route to Learning Outcome

Look carefully one of the monsters or creatures described within the text(s), such as the Loch Ness Monster (Usborne, p.24-25) or El Chupacabra (DK, p.38). Ask children to imagine they saw one of these creatures. Ask questions to support discussion and consideration of vocabulary to describe. For example:



How would it move? What would it sound like?

How would you describe this creature to someone who had never seen it before?

<u>Pre-Activity</u>: Children can then carry out, in pairs, a back-to-back phone call – one being an explorer who has discovered the creature, the other the donor (the person who funds the explorer to carry out the expedition). During the conversation they need to discuss the creature, explain what it looks like, what it sounds like, how it moves etc.

Explain to children that they need to imagine that they are the explorer and that they are going to be writing a letter to their donor (a person providing the funds for their expedition) imagining that they have just discovered a creature. Explain how, for the reader to visualise what is being explained when it is unfamiliar, precise word (noun, verb and adjective) choices are essential. Model an example, encouraging the use of appropriate ambitious vocabulary, crossing out and substituting words for those that are more appropriate or convey more precise meaning. For example:

Dear Mrs Singh,

Today has been [1] a most brilliant an exceptional day. I have stumbled across something new, something unseen before, something which previously could only be dreamed of. I have called it 'El Chupacabra', which means "goat-sucker". This [2] thing creature (which I found [3] discovered in a remote area of Puerto Rico) had drained the life from at least eight animals when I came across it! It is very weird unusual to look at, with sharp spines running down its back and green-grey hairless skin. It is so quick that it moved hopped away, [4] rather like a kangaroo, before I could take a photograph.

Adaptations for Y6 curriculum coverage

Give children time to consider how the choice of words can create different images for the reader and why varying vocabulary is important.

Encourage children to think of and use precise synonyms and/or antonyms when describing El Chupacabra or the Loch Ness Monster. Expect children to use a thesaurus to find synonyms to select more appropriate, ambitious and/or precise word choice.

Suggestions for other adaptations for learning

Adult support:

Some children may benefit from orally rehearsing their ideas with an adult before writing. Adult can support with accurate use of sentence structure.

Scaffolds and resources:

Pre-teach (e.g. within reading lessons) using these texts if possible, allowing children to have encountered the texts and vocabulary before and discussed word meanings, etc.

Dictionaries, thesauri Working wall, word banks, visual support



I want to start with celebrating how great the day was. [1] I'm not sure 'most brilliant' is the most precise adjective here. What about the word exceptional? Exceptional means 'not typical' which I think works well here. I will continue to add some more detail about the monster.

[2] What synonym could I use here rather than 'thing?' Creature/animal/beast – let's go for 'creature' - that is slightly more vague because I have only just discovered it.

[3] Discovered is a more precise word than 'found'. I want to suggest that this beast is dangerous so I would like to add some more detail about its predatory nature — a bit gruesome perhaps! [4] I think it would help to compare it to a known animal so the reader can begin to visualise the creature.

<u>Main Activity</u>: The children write their own letter, either describing El Chupacabra or the Loch Ness Monster (or, if the class have looked at other examples from the texts within reading lessons, they can select a different creature for their letter). Focus on selection of appropriate word choice to describe the creature's appearance and movement, etc.



Share great examples of vocabulary used throughout the writing and add to the working wall to build a class word bank.

Photocopies of pages 24-25 (*The World of the Unknown: Monsters*) and/or page 38 (*The Book of Mythical Beasts and Magical Creatures*)

9

Your notes



Learning Objective: Use a wide range of devices to build cohesion within and across paragraphs
Select appropriate vocabulary, understanding how such choices can change and enhance meaning **Learning Outcome:** Range of complex sentences about dragons, experimenting with placement of subordinate clauses to add detail

Route to Learning Outcome

Either within this step, or within a previous reading lesson, ask pairs of children to read pages 8-9: 'Dragons!' from *The World of the Unknown: Monsters* and p.32-33 'Dragons' from *The Book of Mythical Beasts and Magical Creatures.* Pairs to summarise what they have learnt about their creature and feedback to class, using key words/ vocabulary from the text. Continue to collect vocabulary to add to working wall.



Language choices when writing to inform:

Heading and subheadings to guide the reader and chunk the information to make it more manageable for the reader

Range of facts presented (examples include dates, origins of names, locations) – leading reader to understand who, what, when & where?

Paragraphs to start new sub-topic

Variety of sentence structure provides rhythm to the writing and ensures that they reader does not get bored.

Use of brackets to add extra information and provide clarity for the reader to understand

Refer back to the criteria (see **Resource 1a** for an example) that the children noticed about language features during the first lesson, drawing their attention to the idea of varying sentence structures so that the writing does not feel too repetitive or boring for the reader to follow. Think aloud about the effect on the reader to model this metacognition about writing choices:

I know that, when we want to add more information or detail to a sentence, we can add a dependent (or subordinate) clause before or after the independent clause with a word such as although, as, because, if or since. These words are called subordinating conjunctions and when added to the beginning of a clause it makes the clause dependent or subordinate because it doesn't feel complete on its own.

We can choose to do this to <u>add variety for the</u> <u>reader</u>, rather than only using simple sentences that can feel and sound boring if used too often.

Adaptations for Y6 curriculum coverage

When experimenting with clause order, children should consider how the change impacts the reader. They should be encouraged to make judicious choices about vocabulary appropriate for the purpose and audience. Review the children's understanding from teaching within Year A of Y5/6, where they were learning about formality. Can they select more precise verbs to avoid use of phrasal verbs (e.g. find out > discover; look into > investigate, etc)?

Encourage children to experiment with dropping the subordinate clause into the middle of the main clause, separated by commas (this will be explicitly taught in later units throughout the year, so can just be experimental at this stage of learning). Ensure that the children re-read to check for meaning – the subordinate clause can only be dropped into the sentence if it is 'non-essential' (i.e. the sentence will still make sense without it).

Suggestions for other adaptations for learning

Adult support:

Some pupils may benefit from pre-reading of texts to support vocabulary development and comprehension of text.

Scaffolds and resources:



Put the following sentences up on the IWB (taken from p. 8-9 of *The World of the Unknown: Monsters*):

Although there are dragons in both Eastern and Western mythology, they are quite different in appearance and behaviour.

If the dragons were angered, they could cause a flood, a drought or an eclipse.

Ask children to identify the main clause of these sentences, then the subordinate clause with subordinating conjunction (in these examples, they are 'although' and 'if').



Remind them of the purpose of *coordinating conjunctions* (e.g. and, but, so, or) and explain how subordinating conjunctions are different because they lead into a clause which relies on the main clause to make sense.

Model how we can select the subordinate clause and move it into different positions in the sentence, using different coloured sentence strips. Explain that the reader always needs a comma if the subordinate clause is at the start of the sentence. For example:

subordinate clause , main clause .

If the dragons were angered , they could cause a flood, a drought or an eclipse

Demonstrate how the subordinate clause can also be placed <u>after</u> the main clause, and you may want to play around with the use of nouns/ pronouns in order for the writing to make better sense for the reader:

main clause , subordinate clause .

Dragons they

They could cause a flood, a drought or an eclipse

if the dragons were angered

Ask children to come up with a list of possible subordinating conjunctions – take ideas to list on the working wall e.g. although, as, after, even though, since, because, until, while, if... (there are many more).



Pages 8-9: 'Dragons!' from *The World of the Unknown: Monsters* and p.32-33 'Dragons' from *The Book of Mythical Beasts and Magical Creatures*

Children can use sentence strips (as per the model within the route to learning outcome) using coloured card, border roll, or **Resource 3**, to move clauses around, changing punctuation and discussing which sentences they prefer and why before writing their sentences down.

Your notes

*NB: A comma is generally not needed *before* a subordinate clause – if appropriate, use this as a teaching point to show how you remove the comma before the subordinate clause according to how the sentence feels when read aloud.



Main Activity: Give the children copies of the pages 32-33 of *The Book of Mythical Beasts and Magical Creatures* and ask them to write some sentences using subordinating conjunctions about the creatures which they can see. Children to work in pairs and encourage them to use a range of conjunctions.

Remind them to use vocabulary from the working wall to help them. Experiment with taking sentences that start with a subordinate clause and swap it to the end and vice versa – encourage re-reading their writing and discussing which version they prefer and how the sentence must make sense when read in its entirety:

Although not all dragons look alike, they are all very powerful and dangerous.

The Wyvern dragon was easy to tell apart from other dragons **because** it had two legs instead of four.

Since it was stopped by Susanoo, the Japanese Orochi dragon no longer demanded a Japanese maiden to be sacrificed each year.

Share good examples of sentences as the children are writing. Give children the opportunity to read their sentences aloud, and listen for where their voices dip and rise – this is likely where they need to include a comma, to show how the words within a clause are grouped. Remind them that they must use a comma after a subordinate clause if it has been used at the front of the sentence. Provide some proof-reading time to include commas where needed.





Learning Objective: Use a wide range of devices to build cohesion within and across paragraphs

Add detail to expanded noun phrases

Learning Outcome: A detailed paragraph, using range of simple and multi-clause sentences

Route to Learning Outcome

Share the section 'Animal Magic' on pages 146-149 of *The Book of Mythical Beasts and Magical Creatures*. Children to read independently, continuing to note down unknown vocabulary which they may need clarifying.

Show the following sentences and model reading it several times, with the children echo reading* to refine excellent expression and intonation of longer sentence structures:

With their distinctive features and quick, darting movements, lizards are perhaps ideal inspiration for storytellers. Among the largest of all is the monitor lizard of Africa, Asia, and Oceania. The Dirawong of Australian Aboriginal Dreamtime shares many of its features but is much larger – as it needs to be to defend people against the Rainbow Snake.

Check children's understanding of this section by either asking the children to tell you what they have learnt from this extract, or with more specific questioning, see below:

How could we find out more about the Dirawong? *Check the index, go to p.10-11*. Which is the largest lizard that we know about? *The monitor lizard*. Why are lizards the 'ideal inspiration for storytellers'? *Because of their distinctive features and movements*.

Provide children with the wording from the extract with breaks to show phrasing (**Resource 4**) to help them to become accustomed to the sentence structure and how it is built up from various phrases, clauses and conjunctions. Give pupils time to practise hearing and reading the extract aloud so they can better understand the cohesion of the extract in preparation for their writing.

Main Activity:

Children are to imagine that they are a cryptozoologist (as described on p.148).

Cryptozoologist: someone who studies hidden animals.

Ancient Greece: kryptos meaning hidden/unknown/secret/mysterious.

Modern Latin: zoologia meaning study of the science of animals

Adaptations for Y6 curriculum coverage

Teach/ remind children that formal writing often uses more complex sentence structures. Children should carefully consider how their phrases, clauses and conjunctions reflect the level of formality that might be used by a cryptozoologist.

For example, they could use the present participle (verb ending in -ing) verb form fronting the sentence (see example within the model below): 'Lurking behind an enormous boulder situated at the far edge of Botswains Landing, there was the most incredible creature I have ever seen.' Focus on use of more formal structures for writing within the main activity (e.g. avoid phrasal verbs for more precise verbs – go up > ascend; find out > discover, etc).

Suggestions for other adaptations for learning

Adult support:

Some pupils may benefit from using red pencil technique to support with sentence demarcation.

Scaffolds and resources:

Resource 4: Phrased extract



They have come across a 'chimera'—a creature that is made up of two or more animal parts (reference on p.44-45 in *The Book of Mythical Beasts & Magical Creatures*). Children spend time deciding on their choice of animals, selecting from those mentioned on p.146-149 (and combining with other creatures of their choice) and describe them in their daily report.



I am going to choose	e a and __	as I think th	ney work well together.	
The has	a w	hereas the	_ has a	
I may combine the _	and			

Work through a model, such as the one below, with the children - particularly highlighting features which refer back to success criteria from step 1 (e.g. noun phrases), before asking the children to write their own short paragraph about their chimera.

What an [1] astonishing discovery I have made today. Lurking behind an [2] enormous boulder situated at the far edge of Botswains Landing, there was the most incredible creature I have ever seen. With [3] skin like a rattlesnake and at least four wings jutting out of its body, this chimera seemed to be a combination of snake and dragonfly. It was at least three metres long with two bulbous, piercing green eyes protruding on top of its head. [4] Although I remained very still, it seemed to notice me [5] and within moments its scaly green body appeared to change colour.

[1] I want to emphasise how amazing the discovery is but 'amazing' doesn't quite fit what I need. I think I'm going to use 'astonishing' as that suggests more awe and wonder. [2] The reader needs to be able visualise the size of the boulder, so I want to describe it as "enormous."

[3] I think it would help the reader to picture a familiar creature whilst they are reading so they have a field of reference. I think I will compare the creature to a rattlesnake so the reader can visualise the snakeskin.

[4] I am going to start with a subordinate clause here to ensure I am building cohesion and varying the clause structure. [5] Here, I think I will use an adverbial phrase to show the reader how quickly the creature changed colour.

Once the pupils have completed their writing, ask them to work in pairs to edit their writing, focusing particularly on vocabulary for effect. As modelled in previous steps, ask children to read their work aloud to their partner and discuss where any improvements could be made. Remind children that the author has the final decision on any edits.



Word bank of vocabulary explored in this unit (taken from working wall) – precise vocabulary and conjunctions.

Photocopies of p. 146 – 149 from *The Book of Mythical Beasts & Magical Creatures*

14

Your notes



Learning Objective: Select appropriate vocabulary, understanding how such choices can change and enhance meaning **Learning Outcome:** Range of sentences to describe a choice of creatures, including extra details for the reader such as adverbials and noun phrases.

Route to Learning Outcome

To revisit learning from year 4, ask children to explain what adverbials are and agree a definition for the working wall:

F
٦

Adverbials tell us		in a sentence
They describe	and .	



Adverbials tell us more about the verb part of the sentence.

Today the focus is on how we can use adverbials to describe how, when and where the action in the sentence is happening.

As a class, draw some examples together using the Faun (p. 94-95) or Merfolk (p. 92-93) from The Book of Mythical Beasts and Magical Creatures. Have these examples written on the working wall for children to refer to. For example:

<u>Underneath the forest canopy*</u>, a Faun can be found playing on his flute. <u>Among the mythical inhabitants of the ocean*</u> swim all kinds of merfolk. When the happy couple have a son, he is able to live, <u>just as easily on</u> land as underwater. *NB: These are also prepositional phrases, as they are providing information concerning *where* the action occurs. There is no need to draw attention to this, unless asked by the children.

Ensure to show children examples of adverbials in various positions in a sentence so children understand they do not only appear at the start.

Ask the children to discuss how the adverbials aid the readers' experience of the text.



Adverbials help the reader to ______ Without them, the reader wouldn't understand ______

Elicit that adverbials support the readers' navigation of the text as well as their understanding of how, where and when things take place.

Adaptations for Y6 curriculum coverage

Support children to pay attention to varying the position of the subordinate clause in the sentence. Where possible, review learning from Year A, and discuss whether a subordinate clause could be 'dropped' into their sentence, separated by commas. Ensure that the children re-read to check for meaning – the subordinate clause can only be dropped into the sentence if it is 'non-essential' (i.e. the sentence will still make sense without it). They could also drop in an adverbial phrase as parenthesis, separated by commas.

Suggestions for other adaptations for learning

Adult support:

Support children to orally rehearse ideas, identifying the adverbs in each sentence as assessment for learning.

Scaffolds and resources:

Resource 5: Adverbial support mat

Faun (p. 94-95) or Merfolk (p. 92-93) from *The Book of Mythical Beasts and Magical Creatures*.



Main Activity: Explain that in today's lesson, the pupils will be writing about either Merfolk or Faun using adverbials and expanded noun phrases to create some engaging and cohesive sentences.

Support children to generate ideas by giving them some time (potentially in pairs) to thought shower ideas using **Resource 5.**

using itesource 3.

Model completing the template as follows:

Merfolk can swim

How can they swim? E.g. effortlessly; at lightning speed, with ease etc. [1]
Where do they swim? E.g. <u>Through</u> the warm waters of the Adriatic ocean; deep down to the bottom of the ocean floor. [2]
When do they swim? E.g. Before dawn; at day break; during the summer months. [3]

[1] These are examples of adverbials of manner which explain how the action is performed.

[2] These are adverbials of place, telling the reader where the action takes place; note that adverbials of place are formed using prepositions.

[3] These are adverbials of time.

NB: The children could legitimately provide you with an entire clause when answering the question 'when do they swim?' e.g. when they hear the call of their ancestors. This is fine but point out that this is a subordinate

clause, beginning with

a subordinating

conjunction and

containing a verb.

Your notes

Once the children have had sufficient time to generate ideas to use in writing, bring them back together and model how to pull these ideas together to make a much-improved sentence, before asking them to use some of their ideas to create sentences of their own. For example:

When they hear the call of their ancestors, Merfolk can swim at lightning speed deep down to the bottom of the ocean floor.

Draw attention to the fact that a comma is needed when an adverbial or subordinate clause is placed in front of the main clause. Using the stripped back single-clause sentences provided in **Resource 5** (within the table headings), invite the children to develop these by adding information about how, when and where the action took place.

When you feel the children are confident with this, and only if time allows, invite them to write about their chosen creature within a more developed paragraph; either a Faun or Merfolk (*or another of their choice*), making sure that they apply this knowledge to their writing.

Share good examples of the children's sentences and display examples on the working wall.



Learning Objective: Use brackets to indicate parenthesis

Learning Outcome: A collection of examples of parenthesis from non-fiction texts (taken from the school library or classroom)

Route to Learning Outcome

Refer back to the criteria created in step 1 and draw children's attention to the use of brackets in the core texts. For example, on pages 'Lords of the world' p. 12-13 in *The World of the Unknown: Monsters*, where readers are directed in the parenthesis such as "(see chart below)" or given extra information.

Provide an explanation for parenthesis, as follows:

Language choices when writing to inform:

Heading and subheadings to guide the reader and chunk the information to make it more manageable for the reader

Range of facts presented (examples include dates, origins of names, locations) – leading reader to understand who, what, when & where?

Paragraphs to start new sub-topic

Use of brackets to add extra information and provide clarity for the reader to understand

Variety of sentence structure provides rhythm to the writing and ensures that they reader does not get bored. Sometimes, when we are writing about something, we might want to give our reader a little bit more information about it that doesn't need a separate sentence. If it's information that isn't totally vital but just there to give a little more detail, then we can put it into brackets – this is called putting something in parenthesis.

There are other choices of punctuation for parenthesis but for now let's focus on brackets as we have noticed this within our core texts.

You could support the children to understand the use of brackets by showing that they mimic the shape of our hands if we cup them and put them together (*see diagram below*), as if we were about to put our hands to our mouths to whisper something. It is this way that many writers will use a pair of brackets, to provide the reader with an 'aside' of extra detail or information that would not stand alone as a separate sentence.

Adaptations for Y6 curriculum coverage

Children should consider how parenthesis can be used to add extra information but also to clarify information and include specific details.

Consider where each example of parenthesis is used. Does the location/stage of the text affect the use of parenthesis? Which examples are most effective?

Encourage children to go back to the sentences or paragraph they wrote in the previous step and ask them to edit to include some examples of parenthesis. Remind them to use parenthesis sparingly in their writing and only when necessary to enhance clarity or add relevant details for the reader.

Suggestions for other adaptations for learning

Adult support:

Less confident pupils could work within a guided group with an adult to complete the task, focusing on the effect on the reader – how does the parenthesis help the reader?

Scaffolds and resources:

Resource 6: Brackets investigation

Main Activity: Ask the children to investigate (using Resource 6 for support) a range of non-fiction texts from



the class or school library to record examples of writers using parenthetic brackets and discuss reasons for why the writers may have chosen to do this. **Resource 6** provides a modelled example to support children in completing the task:

Book title	Author	Page #	Example	Effect on the reader?
a a Tha Havid of the		ρ. 12	The largest was Stegosaurus (see chart below), which weighed nearly two tonnes.	Directs me to somewhere else in the text to find out more information

Notice if there are any similarities to how brackets are used in the core texts e.g. as they are writing to inform, does the parenthesis direct the reader to another part of the text to find out more, or provide extra information and detail to pique the reader's interest, for example?

Spend time to investigate this during the lesson and ask children to feed back their findings.

Your notes



Learning Objective: Note and develop initial ideas, drawing on reading and research where necessary **Learning Outcome:** A developed idea for own writing and a detailed plan based on paragraphs

Route to Learning Outcome

Explain that children are to create their own creature for their non-chronological report. Refer to the children's knowledge of 'chimera' from step 4 – the definition of any mythological creature which is made up of two or more animal parts, or a mythological creature (such as a minotaur) mixed with a known animal.

Explain that they can now spend some time generating their own ideas for their own creature/ monster that is a combination of animals.

<u>Pre-Activity</u>: Provide children with A3 paper. Use the 'What If?' strategy. Pose open-ended, hypothetical scenarios and questions beginning with 'What if?. Encourage children to think about and discuss various 'What If?' scenarios. Allow plenty of time for the children to talk about, draw, and/or write down their ideas.



What if we were to combine a lizard with a cat?
What if we were to combine a beetle with a dog and vulture?
What if we were to combine a dragon with a fox?



Children should be as creative as they like with this process and explore all possibilities for their creatures. They should draw what their creature could look like and share ideas with each other.

Invite the children to share their own "What if?" questions. Ask them to draw what their imagined creature might look like or write down their question. Have them discuss their ideas with their partner and circle their favourite concept. They should select their creature.

Model the plan – a rough sketch with labels and notes around it (see **Resource 7** for an example). Show how to combine ideas and draw the creature.

Main Activity: Allow children plenty of time to draw, note and share ideas for their creature, referring to the core texts if they struggle with ideas. [N.B: It may be necessary that this step (7) takes a whole timetabled lesson before moving onto the paragraph plan (step 8) in a subsequent lesson]. Allow children time to share their completed creatures with the class. Celebrate creativity and originality.

HFI Education

Adaptations for Y6 curriculum coverage

Encourage children to make ambitious and judicious vocabulary choices when describing their creature. They should pay attention to the impact on the reader. Focus on precise vocabulary (including tier 3) in initial plans.

Suggestions for other adaptations for learning

Adult support:

Children could generate ideas for their animal within a collaborative group to support vocabulary generation.

Scaffolds and resources:

Plain A3 paper for idea generation (pre-activity)

Provide with suggestions of animals for children to select from and combine, based on their knowledge and interest or from prior reading of core texts.

Resource 7: Creature sketch and notes

Your no	otes
---------	------

Learning Objective: Note and develop initial ideas, drawing on reading and research where necessary **Learning Outcome:** A developed idea for own writing and a detailed plan based on paragraphs

Route to Learning Outcome

By this step, children should have created their own creature. Begin by recapping the previous step and ensure that all children have their own developed idea. Give children time to discuss their creature, allowing them to share ideas and thoughts. Provide children with a copy of **Resource 8** – a paragraph planning frame.

Set out about three or four different paragraphs focussing on different elements of the creature (**Resource 8**): For example: *Physical appearance, habitat, diet, evidence of sightings*

The Minopillar: A combination of a minotaur and a caterpillar

Paragraph 1: Introduction

- A very rare creature only found in the darkest of caves
- Given the right conditions, it can metamorphose into a minofly (a combination of a minotaur and a butterfly
- Proceed with caution it will attack humans!

Paragraph 2: Physical appearance

- Has the horns, snout and limbs of a Minotaur, but the body of a caterpillar
- Once metamorphosis has taken place, it has extremely colourful wings
- It is able to fly only short distances
- Has very strong teeth and jaws

Model how to make notes using the creature they created in the previous step. Demonstrate how to structure each section, such as physical appearance, diet etc.

<u>Main Activity</u>: Before writing, provide children with plenty of time to discuss what they are going to write about. They should then complete their paragraph plan (see **Resource 8**).

Revisit the success criteria together based on what needs to be provided for the reader - attention can be drawn to the grammar features explored in previous steps, but care should be taken to emphasise audience and purpose e.g variety of sentence structure to ensure reader has variety and does not get bored, also provides more detail and information through use of conjunctions, adverbials and prepositions.

Adaptations for Y6 curriculum coverage

Children should use ambitious technical vocabulary - e.g.: *carnivore*, *metamorphose*, continuing to focus on using precise vocabulary (including tier 3) within initial planning.

Remind/ teach children about how to use bullet points – based on learning from summer term Year A cycle - to support their planning process:

Checklist for bullet points

- Start with a capital letter at the beginning of each bullet point.
- ✓ Keep it short and clear so it's easy to read.
- ✓ Write one idea per bullet point- don't try to say too many things at once.
- ✓ Keep it consistent if the bullets are notes, there is no need to end each point with a full stop. If they are being used as full sentences, always end each bullet point with a full stop.

Suggestions for other adaptations for learning

Adult support:

Guide children who might need help with organising their thoughts or use guided writing to support children to structure the different sections.

Scaffolds and resources:

Resource 7: Creature sketch and notes



© HFL Education

20

Explain that the index, glossary and A-Z guide will be attended to once the children have written their own entries for the class anthology, so the focus whilst drafting should be on language choices when writing to inform:

Structural/ specific choices within genre (non-chronological report):

- Captions and labels to add information to illustrations
- Index to guide reader to know how to find something specific they might be looking for
- **Glossary** to provide definitions in a quick and easy guide for the reader
- A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents

Language choices when writing to inform:



- Heading and subheadings to guide the reader and chunk the information to make it more manageable for the reader
- Range of facts presented (examples include dates, origins of names, locations) – leading reader to understand who, what, when & where?
- Paragraphs to start new sub-topic
- Use of brackets to add extra information and provide clarity for the reader to understand
- Variety of sentence structure provides rhythm to the writing and ensures that they reader does not get bored.

Resource 8: Paragraph plan

Your notes

Provide an opportunity for children to talk through their plans with a partner, elaborating on their ideas based on any questions their partner may have. Ensure that all children have developed enough details for each paragraph within their plan, before moving on to the next step of learning.



Learning Objective: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use knowledge of morphology and etymology in spelling

Learning Outcome: A range of invented words (nouns, verbs. adjectives) based upon Latin root words to describe their imaginary creature

Route to Learning Outcome

Go back to etymological origin of 'monster' as discussed on p.4 of 'What is a monster?' in the Usborne book. Remind children that it comes from the Latin word *monstrum* (an omen). Look at A-Z in both books and discuss how many of the names of mythical beasts and monsters will have originated from Latin names.



Explain that during this step they can have some time to play with language and create some new words to describe something unusual that their creature does. Explain that, over centuries, the English language has a rich heritage of words that have been borrowed from many other languages, such as Ancient Greek, Latin, German and French. Many new discoveries in nature have relied upon Latin root words to create new words to name something we did not know before, and we can do the same to describe something unusual about our creatures!

Provide children with **Resource 9** and model how to combine root words and prefixes to create a new word, challenging children to add the suffix if they are feeling confident with this. For example:

I'm going to use the prefix and Latin root word to make up a new Latin-rooted English word. Remember, a prefix comes at the beginning of a word and can change the word's meaning.

Once I have created the word, I shall write down the definition.

extraspect = super sight abilities



To describe my creature, I could choose **extra-** and **spect**, meaning 'super' and 'look' to mean that it has incredible abilities of sight. I could say that the Minopillar has **extraspect** powers that are unique to this creature! I could even say that it's **extraspectible**.

<u>Main Activity</u>: Allow children time to play around with the prefixes and root words to create new words and discuss them with each other. Encourage the children to use the words in spoken sentences and write down their new words onto their plans/ creature sketches from the previous two steps, with definitions.

Adaptations for Y6 curriculum coverage

Consider the impact of combining prefixes/ suffixes and root words to create new words. How do different combinations alter the meaning and grammatical class of the word? Consider changing words into varying word classes (as shown in the model) – adjectives/verbs/nouns, considering which suffixes affect this.

Suggestions for other adaptations for learning

Adult support:

Work in guided group to support pupils in using root/prefix/suffix to describe creatures. Ensure group are clear on the intended meaning and etymology that would best lend themselves to creating this.

Scaffolds and resources:

Provide with smaller range of prefixes and root words on cards for children to move and combine, in order to read the word and discuss what it could mean, before choosing their favourite.

Resource 9: Etymology

Vour notes

·oui	110100			





Share and talk about how they might like to use their new words to describe their own creatures. Display examples on the working wall for others to use throughout writing lessons.



Learning Objective: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Use a wide range of devices to build cohesion within and across paragraphs

Learning Outcome: A developed first paragraph (or two) of a non-chronological report, based on an imaginary creature

Route to Learning Outcome

Provide children some time to look over their plans and make any additions/edits they wish. Explain that over the next few steps, they will be drafting their report about their created creature.

Model thinking aloud about how to craft the initial paragraphs, referring to the success criteria and models in the book for examples, as well as any work from the week which has been put on the working wall. A full model of the final written outcome can be found in **Resource 10. Resource 10a** contains an annotated model to support identifying key features explored throughout this unit. Statutory spelling words from the Y5/6 list are highlighted in red. For example:

[1] Among the rarest creatures in the mythical world [2] is the minopillar. This being is the combination of a minotaur and a caterpillar. [3] Whilst you may think that it must be harmless because it is half caterpillar, you would be very much mistaken. [4] This surprisingly aggressive creature will... [5]



- [1] First, I'll use an adverbial phrase to set the scene. This helps the reader understand how special the creature is and tells us where the minopillar is found. It shows that it belongs to a magical world where mythical creatures are normal. [2] Next, I'll introduce the name of my creature. Its name is a mix of two animals: half minotaur and half caterpillar.
- [3] The reader might think the creature is harmless because it's part caterpillar but it's actually not. I'll explain this here. Notice how I've used a subordinate clause to explain this. This keeps the reader engaged because it's a surprising twist.
- **[4]** Using the adverb 'surprisingly' suggests the creature's aggression is unexpected. The adjective 'aggressive' immediately paints the creature as dangerous.
- [5] Let's tell the reader more about what this creature will do.

Used shared writing* to explain what the creature will do and its unique abilities. Ask for children's ideas and suggestions. Encourage them to apply the success criteria while providing their ideas. Then, give children time to talk about their own writing before they begin drafting independently.

Adaptations for Y6 curriculum coverage

Remind children about the level of formality they want to select for their non-chronological report. They should aim to keep this consistent within their writing and edit their language choices accordingly.

Guide children in making organisational choices to achieve their desired effect. This includes using a variety of adverbial phrases and conjunctions to support the cohesion of the writing.

Suggestions for other adaptations for learning

Stretch and challenge:

Guided group focusing on appropriate level of grammatical formality, mirroring the core texts.

Adult support:

Some pupils may benefit from oral rehearsal of ideas/hold a sentence to structure ideas.

Support children to pace themselves. If they do not finish writing a paragraph in the time allotted, they can leave a space and come back to it later. This should mean that everyone writes a more complete piece with flow and direction, rather than just an opening paragraph.



Main Activity: Allow children time to independently draft their first couple of paragraphs.

Use regular pit-stops to stop and remind/review elements of the success criteria and modelling subsequent sections of own writing. To support pupils with writing stamina, you may wish to break down the time for writing for each paragraph, allowing children to pause and reflect before moving onto the next.



Provide time for children to share their writing and provide feedback based on the success criteria, linked to the intended effect on the reader.

Scaffolds and resources:

Plans & etymology exploration from prior steps.

Your notes



Learning Objective: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Use a wide range of devices to build cohesion within and across paragraphs

Learning Outcome: A developed first draft of non-chronological reports, based on imaginary creatures

Route to Learning Outcome

[NB: This step may take more than one timetabled lesson]. Begin by giving children time to read through their writing aloud. Explain that they will continue to draft their report. Provide children with the model below. As a class, review the success criteria again. Highlight any important language choices e.g. use of subheadings, facts, varied sentence structure and brackets.

What does the Minopillar eat?

Although half-caterpillar (a herbivorous creature), the minopillar survives primarily on the flesh of humans who inadvertently stumble into its lair. The ferocious minopillar has the snout of a bull. Minopillars can survive without food for a substantial amount of time, preferring to feast on large quantities of meat once a month.

Where can you see examples from our success criteria in this paragraph?

Can you highlight/underline the features you have explored?

Which features have you used in your own writing?

Which features will you use next?

What is your intended effect on the reader?

<u>Main Activity</u>: Give children time to refer to their plans again before continuing with their drafts. Children should orally rehearse their first few sentences for the next section of their report. Allow time for children to write independently. Use pit-stops for children to review the success criteria.



Once children have finished their draft, give them time to read their writing aloud, starting to proof-read their writing for sentence demarcation and edit for cohesion. [**NB**: There will also be dedicated time for explicit instruction for editing and proof-reading in subsequent steps].

Adaptations for Y6 curriculum coverage

Children should be supported in structuring main ideas throughout the text by using paragraphs purposefully to build cohesion. This includes the use of adverbials, repetition of key ideas, layout devices and the appropriate selection of vocabulary.

Guide children to use a variety of sentence structures that are suitable for the intended purpose and audience. Remind them of the use of the present participle (verb ending in -ing) verb form fronting the sentence and more formal structures for writing (e.g. avoid phrasal verbs for more precise verbs – go up > ascend; find out > discover, etc).

Suggestions for other adaptations for learning

Adult support: Break writing time into smaller chunks for each section of the report. Give children time to pause, read and reflect before moving on to the next part.

Scaffolds and resources:

Plans & etymology exploration from prior steps.





Have you used a range of sentence structures to build cohesion? Have you used adverbials within and across paragraphs? Have you repeated vocabulary to build cohesion?

Allow children time to make revisions and revisit the success criteria to strengthen their writing.

Ensure that all children have a completed draft before moving on to the next step of learning.

Your notes		



Learning Objective: Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Learning Outcome: An edited second draft based on success criteria

Route to Learning Outcome

NB: Ensure you have read children's drafts before this step to identify any common issues that need to be addressed within this step. Steps 12 & 13 could be combined into one timetabled lesson, according to your AfL. With your own writing (Resource 10 could be used for this), start to model how to edit and improve writing by re-reading the writing aloud and linking this back to the success criteria and intended effect on the reader.

Introduce the editing and proof-reading checklist (a copy of the checklist can be found in **Resource 11**) and explain that you will be focusing on 'ARMS' to edit your writing. Model either adding, removing, moving or substituting words, phrases or sentences according to success criteria. For example:

Among the rarest creatures in the mythical world is the minopillar. This being is the combination of a minotaur and a caterpillar. Whilst you may think that it must be harmless because it is half caterpillar, you would be very much mistaken. This surprisingly aggressive creature will attack and eat humans if provoked. You should not be fooled by the miniscule eyes on either side of its head (see figure 1). In fact, this creature has shown to have extraspect abilities that are beyond anything discovered before.

If I look back at our success criteria and after reading my introduction again, I can see that I could probably do better at hooking my reader in by varying the clause structure of my opening sentence. I wonder if I rearranged the order (as we practised earlier in our learning during this unit) it might sound better. How about this: "The minopillar is among the rarest creatures in the mythical world." I prefer this as it puts the creature at the front of the sentence, instantly telling the reader the topic of the report.

<u>Main Activity</u>: Ask the children to start editing by choosing one sentence from their writing that they feel needs improving – either because it might not be clear or boring for the reader.

Model how to take a sentence and re-write it in four or five different ways, then select a favourite one, demonstrating how this could be a strategy for editing when there is a specific short section (no more than a sentence) that the children identify as needing some improvement.

Adaptations for Y6 curriculum coverage

Guide children to consider their layout choices and how these help the reader follow and understand the information in their report, such as using headings, subheadings and bullet points, etc.

They should consider editing to ensure that their clause structure best supports cohesion and engagement for the reader.

Suggestions for other adaptations for learning

Adult support:

Use conferencing model for identified pupils to support editing based on personalised writing targets/goals.

Scaffolds and resources:

Resource 10: Example of NCR (for teacher reference)

Resource 11: Editing & proof-reading poster

Sentence strips (as used in step 3)

Your notes



For example:

I think that the sentence: "The ferocious minopillar has the snout of a bull" could do with some extra information to add a different rhythm and detail. We could add words or even move the words around within the sentence.

Let's try to write this in different ways and see which we prefer:

If I read the sentences that come before it in the text, I can then put one of these options straight after instead and see which one feels better.

I think I would probably choose 'The ferocious minopillar has the snout of a bull, meaning they can smell prey from a radius of 30 miles' because I like the extra detail for the reader to understand how the ideas link — it's more threatening this way!



- 1) The ferocious minopillar has the snout of a bull.
- 2) The ferocious minopillar can smell prey due to the bull's snout.
- 3) The ferocious minopillar has the snout of a bull, meaning they can smell prey from a radius of 30 miles.
- 4) Allowing them to smell prey from a radius of 30 miles, the ferocious minopillar has the snout of a bull.

prefer sentence	because it	for the reader.
think sentence	is most effective l	oecause



Learning Objective: Ensure the consistent and correct use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors **Learning Outcome:** A proof-read version of their non-chronological reports

Route to Learning Outcome

NB: Ensure you have read children's drafts before this step to identify any common issues that need to be addressed within this step. Steps 12 & 13 could be combined into one timetabled lesson, according to your AfL

Show a pre-written paragraph with some similar, common errors that you have noticed in the children's writing. Model proof-reading your writing, using one element of 'CUPS' (refer to **Resource 11**). You might to use this to review the correct use of brackets for parenthesis. For example.

Experts believe this skill has been passed from (the beast's ancestors (the minotaur) who were traditionally found in the labyrinths) of Ancient Greece.

I'm going to check that the brackets here are correct. I shall place my finger over the part of the text that is in brackets and read the sentence without that part. The sentence should still make sense without it. Can you read it with me? "Experts believe this skill has been passed from of Ancient Greece"...That doesn't make sense! Let's re-read the whole sentence and decide which part is extra information that we can place in brackets. Which part is the bit that we can whisper as an 'aside' of something interesting for the reader?

[model re-reading the sentence aloud, and saying 'the minotaur' into cupped hands] Ah yes, so let's place the brackets around the extra information 'the minotaur'

[place 'the minotaur' in brackets and read to check that the sentence makes sense without the information in brackets]

Main Activity: To check for consistent punctuation of brackets as a possible focus for proof-reading, children should follow the same process as that modelled to the whole class.

Give children time to proof-read their writing based on teacher feedback using the CUPS acronym.

They should spend time on 'finding and fixing' any missing or incorrect capital letters, tense, punctuation or spelling errors – focusing on one area at a time. Use peer feedback for support & advice to make improvements.

Adaptations for Y6 curriculum coverage

Remind/ teach children of other ways to punctuate parenthesis, based on learning from the Year A cycle. Challenge children to decide whether they would prefer to use dashes, commas or brackets when proof-reading their writing.

Ensure children have used examples from year 5/6 spelling programme of study or statutory spelling lists where appropriate.

Suggestions for other adaptations for learning

Adult support:

Use conferencing model for identified pupils to support editing based on personalised writing targets/goals.

Scaffolds and resources:

Resource 11: Editing & proof-reading poster

Spelling dictionaries

Your notes



Allow time to focus on the statutory spelling words in the National Curriculum for correct spelling and encourage ambitious use of vocabulary (without necessarily being concerned about all words being correctly spelt, according to the children's developmental writing stages).





Learning Objective: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding

whether or not to join specific letters

Learning Outcome: A range of final, published non-chronological reports

Route to Learning Outcome

Model how they can publish, for example, by producing a page for the class anthology in a book form which can be displayed, using the core texts to support presentation and organisation of text.

At this point you could focus on year 5/6 handwriting statements from the National Curriculum or consolidate any letter families which are need of practise/revisiting. Ensure joins are modelled and reinforced for children.

Refer to HFL's Handwriting Progression and Toolkit for support (can be found within the **ESSENTIAL**WRITING homepage, within the guidance documents section).



Adaptations for Y6 curriculum coverage

Support children to make organisational choices for effect, including layout devices to support the reader to navigate the text clearly.

Allow children to choose the writing implement they feel is best suited for their non-chronological report. For example, they may choose markers or coloured pens to make sections of their work stand out for the reader. Before using these, they should explain their reasoning behind their choice.

Suggestions for other adaptations for learning

Adult support:

Allow time for children who are building up handwriting stamina and break the task up into manageable chunks.

Scaffolds and resources:

Some children might benefit from publishing their writing using technology such tablet or laptop.

Your notes



Learning Objective: Use further organisational and presentational devices to structure the text and guide the reader. Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters **Learning Outcome:** A complete class anthology, with each child's report (or a section) included plus glossary and A-Z listing of their creatures

Route to Learning Outcome

Create own sections of index, based on key points in own NCR (on slips of paper to be stuck into back pages of anthology and/or own section for A-Z of monsters for class anthology).

Celebrate the children's final published piece with a publishing party of and allow time for the children to read their writing and receive feedback to celebrate their success.

You may wish to word process the reports using publishing software to make a professional anthology/link to computing curriculum.

Children could spend time looking at illustrations and try mimicking the work of the core text illustrators in their own work. They could add captions and labels to their illustrations as found in this text type.

Adaptations for Y6 curriculum coverage

Children should make use of a wide range of layout devices for their additional sections of their NCR (an index, glossary and/or A-Z guide) such as:

- bullet points for listing items clearly (link to suggested adaptations from step 8)
- headings and subheadings to break the text into sections and guide the reader through the report
- diagrams to visually represent information and support any explanations

Encourage children to create a glossary of specific tier 3 vocabulary from their writing to add into their NCR.

Suggestions for other adaptations for learning

Adult support:

Support children where necessary with handwriting targets when publishing final writing.

Scaffolds and resources:

Core texts to model index and/or glossary of terms.

Your notes

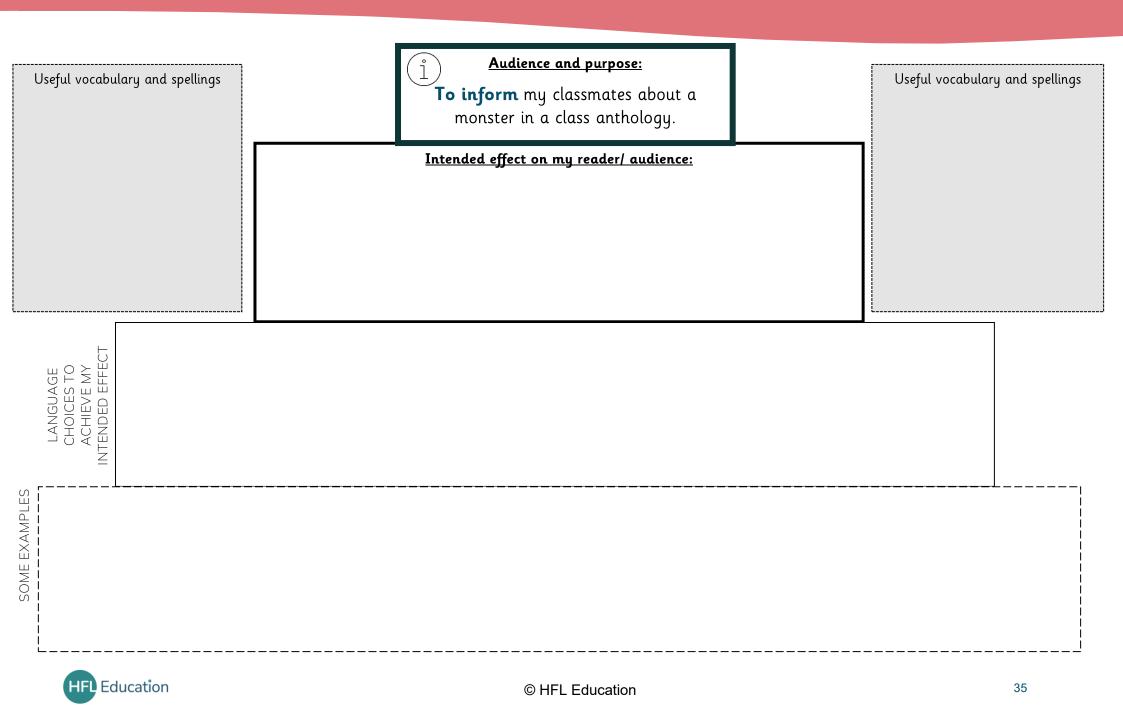
End of unit



	Glossary
Collaborative writing	The children work in pairs or small groups (usually threes) to complete the writing task. Children within the group can be encouraged to participate by asking them to swap the pen between group members after each sentence. Children should be expected to discuss compositional aspects of their writing within their group.
Echo reading	The children hear the teacher read a word/phrase or sentence from the text, before they then repeat it back, mimicking the exact tone, pace, intonation.
Modelled writing	The teacher models the writing skills and techniques being taught to the children. Teacher models the thought processes of a writer articulating their choices and reasons linking this to intended effects on the reader. The teacher writes in front of the children, voicing their authorial choices, thus making the invisible thought processes of a writer visible to the observing children.
Oral rehearsal	When something is 'orally rehearsed' the children are asked to practise saying what they are going to write before writing it. It can be helpful to say to children that they need to 'talk like writers' as the sentences they are practising will be distinct from just 'talking about' a subject. Spoken language frames can be used to support language patterns that are new to the children.
Pit-stops	Pit-stops are opportunities within the lesson for the teacher to stop the class and check understanding of groups/individuals. This can provide an opportunity to evaluate the learning so far and decide the direction of the rest of the lesson e.g. can the lesson continue as planned, or do the children require further guidance in a certain aspect of their learning? It can also be used to stop and address a misconception noted from AFL or to share children's work which illustrates the learning clearly for others
Shared writing	Unlike modelled writing (see glossary entry for full definition) where the teacher does not invite contributions, during shared writing the teacher invites the children to offer contributions. The teacher will support the children to reflect on the quality of their contributions and help them to shape them so that they are in line with the high standard of writing set during the modelled writing session. The teacher acts as scribe.
Talk Partners	This is a strategy where children turn and talk to a neighbour or regular talk partner about an idea or question. It means that the children can have time to think things through and really consider a response with a peer, which ensures they remain actively engaged and builds confidence. Some teachers find it helpful to create a list of pairs of children so that the transition to a talk partner task is smooth, not friendship-group related and can be differentiated by the teacher (e.g. mixed-attainment pairs).
Think, pair, share	In this strategy, a problem is posed, students have time to <i>think</i> about it individually, and then they work in <i>pairs</i> to solve the problem and <i>share</i> their ideas with the class. This strategy improves pupil engagement as it avoids a question being directed to, and answered by, one child.
Working wall	A working wall is interactive as it contains information to assist learning that can be moved, adapted, and enhanced as the learning progresses. An English working wall might contain word/phrase/sentence banks; visual stimulus; first drafts; writing tool kits etc.

See appendix of resources for this unit below:





Useful vocabulary and spellings

aggressive
ancient
average
curiosity
disastrous
existence
stomach

Audience and purpose:

To inform my classmates about a monster in a class anthology.

Intended effect on my reader/ audience:

I want the reader to feel intrigued and informed about the monster.

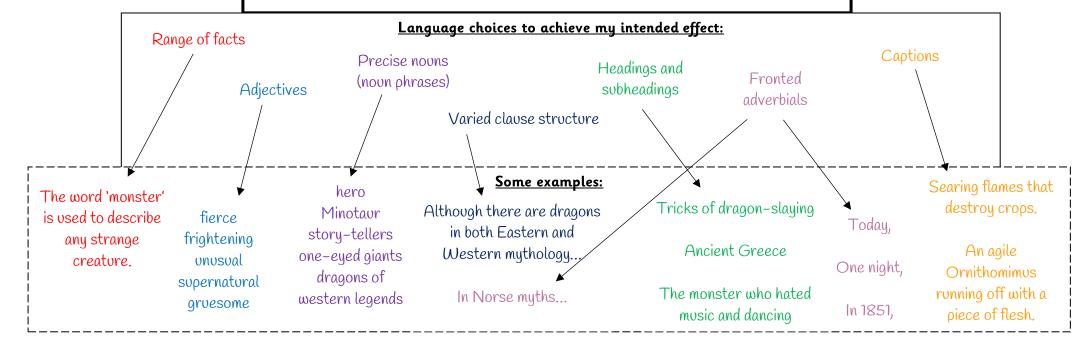
I want them to learn about it

I want the reader to be able to navigate through the information presented.

I want the reader to visualise the monster, using clear description and pictures.

Useful vocabulary and spellings

razor-sharp prehistoric mythical powerful ferocious





My writing purpose	My audience	How I might want my reader to fe when they read my writing:
		© T = # 0 6 6 6
My writing purpose	My audience	How I might want my reader to fe when they read my writing:
		≅≅♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀♀<
		© ♥ = ♥ ® § ♥
My writing purpose	My audience	How I might want my reader to fe when they read my writing:
		© C = 😂 😡 📆 🤪
My writing purpose	My audience	How I might want my reader to fe when they read my writing:
		○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○○<
		© 🙄 😑 🐸 😡 😚 🤥
My writing purpose	My audience	How I might want my reader to fe when they read my writing:
		© • = • • • • • • • • • • • • • • • • •
My writing purpose	My audience	How I might want my reader to fe
m, writing purpose	wiy addictice	when they read my writing:
		69 🙄 😑 😂 🚱 😚 69



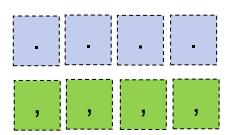
if the dragons were angered



although there are dragons in both Eastern and Western mythology

because the dragon was a symbol of war

although it had powerful legs



they could cause a flood, a drought or an eclipse

the Tyrannosaurus was too heavy to run fast

warriors painted dragons on their shields

they are quite different in appearance and behaviour



With their distinctive features/ and quick, darting movements, /lizards are/ perhaps / ideal inspiration for storytellers. / Among the largest of all / is the monitor lizard of Africa, Asia, and Oceania. The Dirawong / of Australian Aboriginal Dreamtime / shares many of its features, / but / is much larger – /as it needs to be/ to defend people / against the Rainbow Snake. /

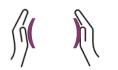


Merfolk can swim				
How?				
Where?				
When?				
	Faun roam the forest			
How?				
Where?				
When?				
Merfolk can cast spells				
How?				
Where?				
When?				
	Faun play music			
How?				
When?				
Where?				



How many examples of parenthesis can you find in information texts?

Brackets:



Parenthesis:
A word or phrase inserted as an explanation or extra detail to the main part of the sentence. It can be separated with brackets.

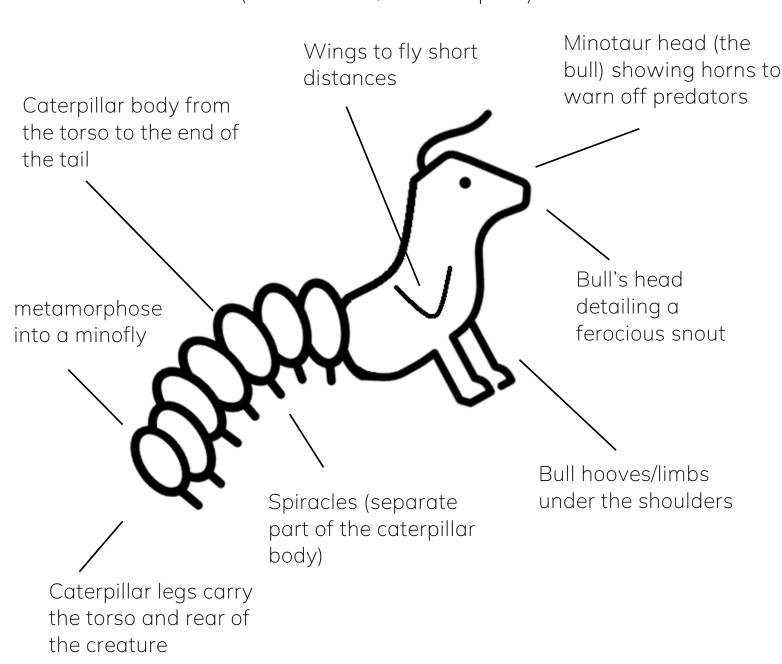
Effect on the reader:

- Directing them to somewhere else in the text?
- Providing more information or detail?

Book title	Author	Page #	Example	Effect on the reader?
e.g. The World of the Unknown: Monsters	Carey Miller	ρ. 12	The largest was Stegosavrus (see chart below), which weighed nearly two tonnes.	Directs me to somewhere else in the text to find out more information



The minopillar (half minotaur/half caterpillar)



Creature:	
Physical appearance	• • •
Habitat	• • •
Diet	• • •
Evidence of sightings	• • •
Other key information	• • • •



Latin roots		Latin prefixes		
Roots	In English	prefix	In English	
-ambi-	both	anti-	against	
-aqua-	water	CO-	together	
-aud-	to hear	de-	removal/reverse/opposite	
-bane-	good	dis-	not/opposite	
-cent-	hundred	extra-	beyond	
-dict-	to say	inter-	between	
-duc-	take, bring, lead	in-/im-/ir-/il-	not	
-duct-	to lead	migr-	wander	
-fac-	make	mis-	wrong	
-form-	shape	non-	not	
-fort-	strength	over-	excess	
-fract-	break	post-	after	
-gress-	to walk	pre-	before	
-ject-	to throw	re-	again, back	
-jud-	judge	semi-	partly	
-mal-	bad	sub-	under	
-mater-	mother	super-	beyond	
-mit-	to send	trans-	beyond	
-mort-	death	un-	opposite	
-multi-	many	under-	less	
-pel-	to drive	uni-	one	
-pend-	to hang			
-port-	to carry	Latin suffixes		
-rupt-	break	suffix	In English	
-scrib-/-script-			forms adjectives	
-sent-	feel/send	-al/-ial	characteristics	
-spect-	to look	-ation	forms nouns from verbs	
-struct-	to build	-ed	past tense adjectives	
-tract-	to drag/pull	-fy/-ify	forms verbs	
-vert-	to turn	-ment	forms nouns from verbs	
-VOC-	voice	-ty/-ity	forms nouns from adjectives	



The Minopillar

Among the rarest creatures in the mythical world is the minopillar. This being is the combination of a minotaur and a caterpillar. Whilst you may think that it must be harmless because it is half caterpillar, you would be very much mistaken. This surprisingly aggressive creature will attack and eat humans if provoked. You should not be fooled by the miniscule eyes on either side of its head (see figure 1). In fact, this creature has shown to have extraspect abilities that are beyond anything discovered before.

Where can this beast be found?

This bizarre creature can only be encountered at the very back of the deepest, darkest of caves and can be extremely dangerous! Minopillars have excellent sense of direction and can navigate through a maze of caverns. Experts believe this skill has been passed down from the beast's ancestors (the minotaur), who were traditionally found in the labyrinths of Ancient Greece.

What does the minopillar eat?

Although it is half-caterpillar (a herbivorous creature), the minopillar survives primarily on the flesh of humans who inadvertently stumble into its lair. The ferocious minopillar has the snout of a bull and it uses this to sniff out its prey. Minopillars can survive without food for a substantial amount of time, preferring to feast on large quantities of meat once a month.

Evidence of sightings

Proof of the existence of these intriguing yet deadly creatures is primarily from eye-witness reports from natives who are brave enough to approach the monsters' home. Due to residing in caves, much of the minopillars' habitat is yet to be explored by humans and many believe the risk in finding out more about them may outweigh the reward!





Application of etymology to demonstrate understanding of roots/prefixes/suffixes

The Minopillar

Among the rarest creatures in the mythical world is the minopillar. This being is the combination of a minotaur and a caterpillar. Whilst you may think that it must be harmless because it is half caterpillar, you would be very much mistaken. This surprisingly aggressive creature will attack and eat humans if provoked. You should not be fooled by the miniscule eyes on either side of its head (see figure 1). In fact, this creature has shown to have extraspect abilities that are beyond anything discovered before.

Adverbials to guide the reader and exemplify the actions of the creature

Brackets to indicate parenthesis to guide the reader to another section of text and add additional information

Where can this beast be found?

This bizarre creature can only be encountered at the very back of the deepest, darkest of caves and can be extremely dangerous! Minopillars have excellent sense of direction and can navigate through a maze of caverns. Experts believe this skill has been passed down from the beast's ancestors (the minotaur), who were traditionally found in the labyrinths of Ancient Greece

Fronted subordinate clause to build cohesion and vary clause structure

Paragraph with headings and subheadings to support readers' navigation of text

What does the minopillar eat?

Although it is half-caterpillar (a herbivorous creature), the minopillar survives primarily on the flesh of humans who inadvertently stumble into its lair. The ferocious minopillar has the snout of a bull and it uses this to sniff out its prey. Minopillars can survive without food for a substantial amount of time, preferring to feast on large quantities of meat once a month.

Expanded noun phrases to allow the reader to visualise the creature

Words in red represent statutory words/ spelling rules from the year 5/6 statutory spelling

list/NC spelling appendix

Evidence of sightings

Proof of the existence of these intriguing yet deadly creatures is primarily from eye-witness reports from natives who are brave enough to approach the monsters' home. Due to residing in caves, much of the minopillars' habitat is yet to be explored by humans and many believe the risk in finding out more about them may outweigh the reward!







PROOF-READ C) U) P) SI capitals: sentences, add names, places, sentences months, titles, I and words <u>usage</u>: remove words match nouns & or sentences verbs correctly that my reader doesn't and check tense need e.g. You were; we were; she was punctuation: move a sentence or word spelling: substitute check all words, words or use your sentences resources for others

