

ESSENTIAL WRITING.

Detailed English Plan

Year 2, Spring 2

Narrative unit featuring

'Julian is a Mermaid' by

Jessica Love

Edition 1








pleasure
prosody
write
outcome
speak
echo
drama
discuss
inspire
vocabulary
talk
fiction
non-fiction
incidental
punctuation
question
poem
motivate
perform
model
role-play
engage
exciting
listen
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listen
grammar

reviewing
applying
communicate

HFL Education

Core Text(s): <i>Julian is a Mermaid</i> by Jessica Love Supplementary Texts: <i>Splash, Anna Hibiscus!</i> by Atinuke and <i>Julian at the Wedding</i> by Jessica Love		
Step	Learning Objective	Teaching Outline
1	To write down key words and ideas.	Children decide who their target audience for their final outcome over the unit will be. They begin reading from <i>Julian is a Mermaid</i> and consider how the target text is introduced to the reader.
2	To revise the different sentence types and punctuate these correctly. To show what characters are thinking and feeling by using speech and thought bubbles.	Continue to explore the core text. Use freeze-frame and thought-tracking to consider characterisation. Use a range of correctly punctuated sentence types in speech and thought bubbles to show the reader what the characters are thinking and feeling.
3	To use the progressive form of verbs in the present tense to bring the action to life for the reader.	Read the next few pages of the book and add to the story plan. Explore the present progressive verb form and generate some descriptive sentences using the present and the present progressive to describe Julian.
4	To use the progressive form of verbs in the present tense to bring the action to life for the reader.	Read the next few pages of the book and continue to explore using the present progressive. Read Atinuke's <i>Splash, Anna Hibiscus!</i> and gather further examples of the verb form. Children write sentences which narrate the action, using present tense and present progressive.
5 & 6	To use expanded noun phrases for description	Children write a narrative to accompany the pages where Julian turns into a mermaid, using effective noun phrases to describe the action and Julian's feelings for the reader. This is modelled and can take place over two sessions, allowing time for proof-reading.
7	To use subordinating and co-ordinating conjunctions	Read the next few pages of the book. Explore the use of conjunctions to extend sentences and make choices. Children write a range of sentences using conjunctions, using sentence strip resource if needed.
8	To use the _ly suffix to turn adjectives into adverbs.	Read to the end of the story and discuss. Children write narration for the last few pages of the book, making use of -ly adverbs.
9	To use apostrophes for contracted forms.	Explore how and why contractions are used in writing. Children write speech and thought bubbles for the characters in the book, using contractions.

10	To plan a narrative.	Children consider how the audience feels at various points in the story and explores the story plan for <i>Julian is a Mermaid</i> . This is used as a guide and children plan their own stories about characters and events of their choosing.
11	To write a story opening, sentence by sentence, orally rehearsing and making use of learning throughout the unit.	Review learning over the course of the unit and co-create a class success criteria. Children write the start of their stories and edit and proof-read the writing.
12 & 13	To write the middle of the story, sentence by sentence, orally rehearsing and making use of learning throughout the unit.	Children write the middle of their stories and edit and proof-read the writing.
14	To write the ending of the story, sentence by sentence, orally rehearsing and making use of learning throughout the unit.	Children write the ending of their stories and edit and proof-read the writing.
15	To form lower case letters of the correct size relative to one another and to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Children publish their stories for their chosen audience, with a focus on correct and neat handwriting and presentation.

ENGLISH UNIT PLANNER		Term: Spring 2	
Unit: Writing to Entertain – Narrative		Duration: Approximately 3 weeks (15 steps)	
Final written outcome: A story, based on real events		Audience: Classmates	
Key Text Titles: <i>Julian is A Mermaid</i> by Jessica Love			
<p>Key:</p> <p> This symbol is used to indicate an opportunity to add to your working wall.</p> <p> This symbol is used where there is a grammar focus underpinning the writing model.</p> <p> This symbol is used where there is an opportunity to address spelling within the context of the lesson.</p> <p> This symbol is used to indicate an opportunity for children to proofread and edit their writing.</p>		<p> Yellow boxes exemplify a potential written model to share with children.</p> <p> Orange boxes exemplify a potential spoken scaffold to share with children.</p> <p> Blue quote boxes offer suggested spoken prompts or questions that you could use.</p>	
<p>Cross-curricular links PSHE & Citizenship: Families & Diversity</p>			

Step 1

Learning Objective: To write down key words and ideas.

Learning Outcome: Choosing an audience for the final outcome and beginning to consider characterisation in target story.

Route to Learning Outcome

Suggestions for adaptations for learning

Your notes:
(important to think about your own cohort here)

Tell the children that they will be writing their own stories over the course of this three-week unit. They should begin considering who the real audience for their stories might be; it could be their classmates. They will be writing to entertain.

Tell the children that they will be using some wonderful, real books to help them with ideas over this unit, and in particular, *Julian is a Mermaid* by Jessica Love. To support children with the context of the book, share some images on the whiteboard of mermaids from film, stories and art over time. Ensure that the images are a diverse representation. Invite them to discuss with talk partners* and feed back:



- What are mermaids like?
- What is the same about them?
- What is different?
- Which pictures are you drawn to and why?
- If you were a mermaid, what would you look like?

Display the end-papers at the end of the book and explain that these characters are all mermaids. Point out Julian and briefly discuss what we can tell about Julian from the image. Children might say for example:



- I think Julian is happy because he has a smile on his face.
- I think Julian loves being a mermaid because he is happy.
- Julian loves to swim with his mermaid family and friends.

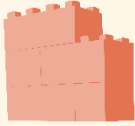
Start to read the story to the children, pausing at the first double page spread where we see Julian on the train with the mermaids. Remind the children that they will be borrowing some ideas from *Julian is a*

Stretch and challenge:
Encourage the use of adjectives and conjunctions in sentences.

Scaffolds and resources:
Some children might need sentence starters:
Julian is...
I can see that Julian likes ...

Adult support:
Some children will need some support to orally rehearse and form their sentences, to ensure that known phonics is applied.

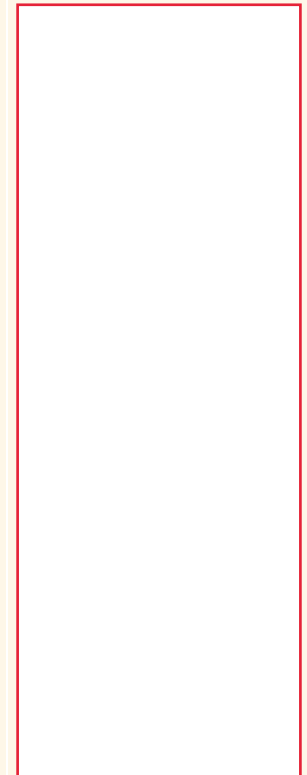
Mermaid to write their own short stories. Guide them to notice that the beginning of this story tells us, as the reader, all about Julian.




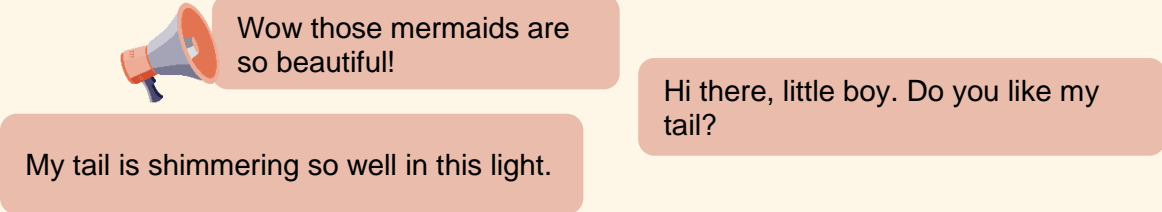
On the working wall, begin a story plan for *Julian is a Mermaid* to support the children to see how the story is written in the stages. They will be borrowing this structure to write their own story at the end of the unit. Use shared writing to add to the table on the working wall for the 'beginning of the story' row. Model the difference between a capital J standing on the line and lower case dropping under as children often confuse this letter.

Beginning of the story:	
Meet the main character and find out what they like	Julian Julian loves mermaids
Middle of the story	
End of the story	

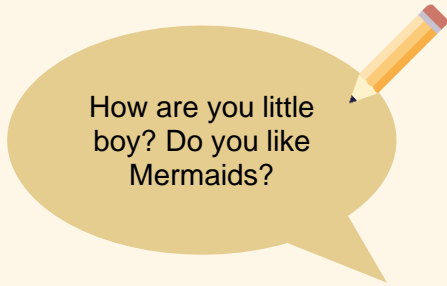
Children write some simple sentences in their books, orally rehearsed in pairs first, about what they have learned about Julian in the first couple of pages.



Step 2
Learning Objective: To revise the different sentence types and punctuate these correctly. To show what characters are thinking and feeling by using speech and thought bubbles.
Learning Outcome: A range of speech and thought bubbles which demonstrate how the characters are feeling and what they are saying.

Route to Learning Outcome	Suggestions for adaptations for learning:	Your notes: (important to think about your own cohort here)
<p>Explain that in this book, there are not many words as the story is told mostly through the beautiful illustrations. As children read the book, they will be adding description for the reader. This will support children with creating their own story at the end of the unit. Children could create their own <i>Julian is a Mermaid</i> mini-books over the next few lessons, as they embellish on the details in the story.</p> <p>Return to the double page spread of Julian with his Nana on the train. Discuss the words on the illustration on the left-hand side of the double page spread. Ask:</p> <div data-bbox="215 699 1254 810">  <p>What do you think Julian is reading about? What might he be thinking about?</p> </div> <p>Next, put the children into groups of five and ask them to freeze-frame* in a tableau to represent the five people on the right-hand side of the double-page spread. Ask the children to imagine what their character is thinking and saying. Use thought-tracking* to 'unfreeze' some of the children, having them share their thoughts and words aloud. For example, the children might say:</p> <div data-bbox="293 962 1451 1174">  <p>Wow those mermaids are so beautiful!</p> <p>Hi there, little boy. Do you like my tail?</p> <p>My tail is shimmering so well in this light.</p> </div> <p>Explain to the children that in stories, the writer will often tell the reader what the characters are thinking and saying. They will be adding some speech bubbles and thought bubbles to the illustration on this double page spread so that we can find out what Nana, Julian, and the mermaids might be thinking or saying.</p> <p>Remind the children of the different sentence types which they encountered in the Rapunzel (Spr1) narrative unit: commands, questions, statements and exclamations.</p>	<p>Stretch and challenge: Encourage the use of adjectives.</p> <p>Adult support: Some children will benefit from orally rehearsing and role-playing their ideas. Support them to form their sentences, to ensure that known phonics is applied.</p> <p>Scaffolds and resources: Children who still need support to form sentences independently might write single words or phrases in their speech / thought bubbles, using phonic mats for support.</p>	<div style="border: 1px solid red; height: 500px;"></div>

Use modelled writing to demonstrate creating a speech bubble or a thought bubble and selecting the correct punctuation, using knowledge of which sentence type it is to support.

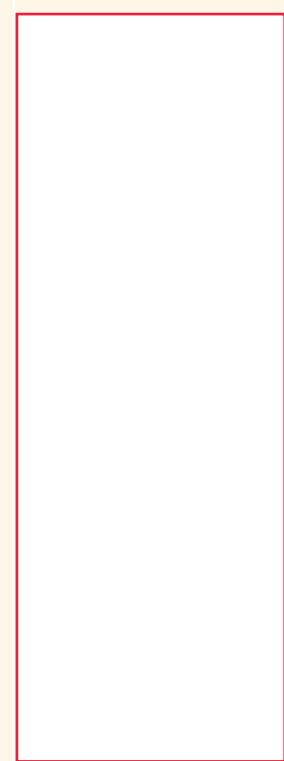


This mermaid is talking to Julian. I think she's asking him some questions so I will remember to use the question mark after each one.



Here I want to show the reader what this mermaid is thinking about. I am going to use an exclamatory sentence so I will need to remember to use an exclamation mark.

Children should create their own speech and thought bubbles for the page, using the ideas in the freeze-frame activity to help support their ideas for writing.



Step 3

Learning Objective: To use the progressive form of verbs in the present tense to bring the action to life for the reader.

Learning Outcome: A range of descriptive sentences written in the present tense, and the present progressive which describe the action on the pages read.

Route to Learning Outcome:

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

Read the next three double page spreads with the class, ideally under visualiser. Re-read the pages and guide the children through what is happening to Julian across these pages. Use the present tense, as the book is written:



Julian is using his imagination. Julian imagines that the train and the world all around are becoming the sea. Julian is swimming with beautiful, brightly coloured fish. Julian is laughing and spinning.

Add to the story plan:

<u>Beginning of the story</u>	
Meet the main character and find out what they like	Julian Julian loves mermaids
<u>Middle of the story</u>	
Main character has an imaginary adventure	Julian imagines becoming a mermaid and swimming with the fish in the sea.

Stretch and challenge:

Encourage use of a variety of verb synonyms. Technology or thesauruses could be used.

Adult support:

Some children will need some support to orally rehearse and form their sentences, to ensure that known phonics is applied. Provide verb choices e.g. Did Julian *slip* into the water or *dive*?

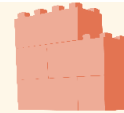
Scaffolds and resources:

Some children might benefit from a word bank of verbs to choose from eg: swims, is smiling, soars, is

Allow for a third read, this time, asking the children to narrate what they think is happening, storytelling in pairs. Tell the children that we will be writing about this adventure that Julian has, as these pages have no words. Tell the children that as there is a lot of action across these pages, they will need to use some effective verbs.

Share the following and add to the working wall. Discuss the meaning of each one and ask the children to talk about their preferences. Point out any spellings to note such as the 'soft c' in *dances* and the 'wh' in *whirls*:

twirls, dances, swims, glides, spins, whirls, soars, floats



zooming, is splashing, plays, enjoys...

Share the following sentences onto the whiteboard, pointing out any spellings to note such as words from the Y2 CEW* list (*clothes*, *water*) and any tricky spellings such as *through* from Y3 spelling list. Remind them that the last letter of some word roots will need to change before adding the suffix -ing (e.g. remove the 'e' as you turn *glide* to *gliding*).

Julian **slips** out of his **clothes**. Julian **is gliding through** the **water**.



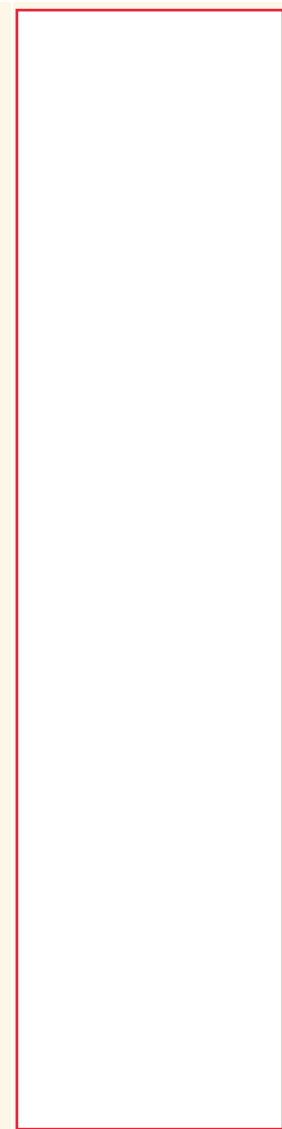
Draw their attention to the verbs used. Explain that **slips** is in the present tense and that **is gliding** is in the present progressive. This verb form uses is and then a verb with an -ing ending. Explain that writers often use the present progressive to make action seem immediate: it comes to life, in other words. Ask children to use the verbs on the working wall to verbally generate a range of present progressive sentences to describe Julian over these pages. For example, they might say:



Julian is soaring though the water.
The fish are zooming along with Julian.
The octopus is tickling Julian.

Explain to the children that they will now write some narrative to accompany the illustrations across these pages, using a mixture of present tense and present progressive. Children will need to say their sentences aloud before writing them down.

Allow plenty of time for children to proof-read their writing. They could read it aloud with a partner, sentence by sentence, checking together that the punctuation is accurate and that the verb endings have been spelt correctly.



Step 4

Learning Objective: To use the progressive form of verbs in the present tense to bring the action to life for the reader.

Learning Outcome: Sentences which narrate the action, in present tense and present progressive.

Route to Learning Outcome

Read the next two double page spreads with the class, ideally under visualiser. Re-read the pages and guide the children through what is happening across these pages (Julian and his Nana leave the train, they walk past children playing in the water). Use the present tense, as the book is written.

Remind children of the present progressive verb form from the previous lesson.



Take the opportunity to point out spelling changes of some root words when -ing is added: explain that if a word ends in 'e,' we usually take off the 'e' before adding -ing. Support children to add '-ing' to the following words on their whiteboards:

play>	dive>	
wave>	splash>	
jump>	dance>	

Teach that if the final consonant in a root word follows a short vowel sound, we normally double the consonant. Support children to add '-ing' to the following words on their whiteboards:

walk>	swim>	
hop>	skip>	
zoom>	whirl>	

Put the following sentences on the whiteboard:

Julian **hops** off the train. The mermaids **are waving** and **smiling**.

Explain that many authors use this technique to make the action seem immediate. If available, read the first two double-page spread pages from *Splash, Anna Hibiscus!* by Atinuke. Discuss all the lovely things that Anna gets up to on the beach with her family. Then point out the writer's use of the present progressive throughout. Add the descriptive verbs used to the working wall.

Suggestions for adaptations for learning:

Stretch and challenge:

Encourage the use of conjunctions to extend sentences.

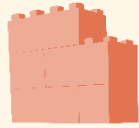
Adult support:

Some children will benefit from orally rehearsing each sentence with an adult to ensure correct use of the verb form. Support them to spell words using the present progressive form.

Scaffolds and resources:

Children who still need support to form sentences independently might write single words or phrases next to the

Your notes: (important to think about your own cohort here)



are playing
are reading
are talking
are plaiting
are burying



Ask children to verbally generate some additional sentences using the present progressive form about what they see happening over the two pages read from *Julian is a Mermaid*. Remind them to use the -ing form of the verb as the action is happening right now. They might say, for example:



Julian is waving to the mermaids.
Julian is gripping onto his book.
The girls are laughing and splashing.
The water is shooting into the air.

Allow time for children to explore the illustrations across these two pages and discuss the detail in pairs. For instance, they might notice the seagull or the old man with his dog. They can pay particular attention to the girls playing in the water.

Ask the children to write a series of sentences which narrate the action happening over the two double pages read. They should provide detail and interest for the reader that they have noticed in the illustrations. Remind them to use some present progressive. Provide a model for the start of the writing. For example:

Julian's Nana reminds him that it is time to go. Julian hops off the train. The mermaids are waving and smiling. Julian waves back. He is thinking that he would love to be a mermaid too.



Allow plenty of time for children to proof-read their writing. They could read it aloud with a partner, sentence by sentence and checking together that the punctuation is accurate and that the verb endings have been spelt correctly.

illustration as captions / labels, using phonic mats for support.

Steps 5 & 6

Learning Objective: To use expanded noun phrases for description

Learning Outcome: A narrative to accompany the pages where Julian turns into a mermaid, using effective noun phrases to describe the action and Julian’s feelings for the reader.

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

Note: These are two steps and will need to be delivered over two (or more) lessons.

Read the next few double-page spreads with the class (where Julian turns himself into a mermaid), ideally under a visualiser. Stop at the image of Nana returning in the blue dress. Look carefully at each of the illustrations with the children and discuss what Julian is doing and how he’s feeling. Use drama strategies such as freeze-framing* and paired improvisation to explore Julian’s feelings in more depth and record any effective language that the children generate onto the working wall.



Update the story plan with the children:

<u>Beginning of the story</u>	
Meet the main character and find out what they like	Julian Julian loves mermaids
<u>Middle of the story</u>	
Main character has an imaginary adventure	Julian imagines becoming a mermaid and swimming with the fish in the sea.
Main character has an event	Julian uses his Nana’s things to turn into a mermaid. He’s afraid that she will be cross.

Stretch and challenge:

Remind children to use ambitious vocabulary, and the working wall.

Adult support:

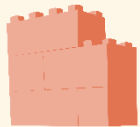
Some children will benefit from a guided group and collaborative writing*. Use the pictures to support orally rehearsing sentences describing Julian turning into a mermaid. Encourage ‘say the sentence, write the sentence, check the sentence.’

Scaffolds and resources:

Some children will need to add labels and captions to the



Tell the children that they will again be adding narration to this text for the reader, as there aren't many words on each page. Tell them that today they will be focusing on description for the reader. One of the ways that a writer provides effective description for the reader, so that they can visualise, is through expanded noun phrases. Return to *Splash, Anna Hibiscus!* by Atinuke and draw out the noun phrases for the working wall:



hot sand
hot, yellow sand
laughing waves
amazing Africa
splashing waves



Invite children, through paired discussion, to generate as many noun phrases as they can to describe the illustrations on the pages where Julian becomes a mermaid and add these to the working wall. Remind them to use a comma between adjectives where they are listed. For instance:



wispy ferns
colourful petals
bright, red lipstick
long, elegant tail
wonderful idea
graceful mermaid



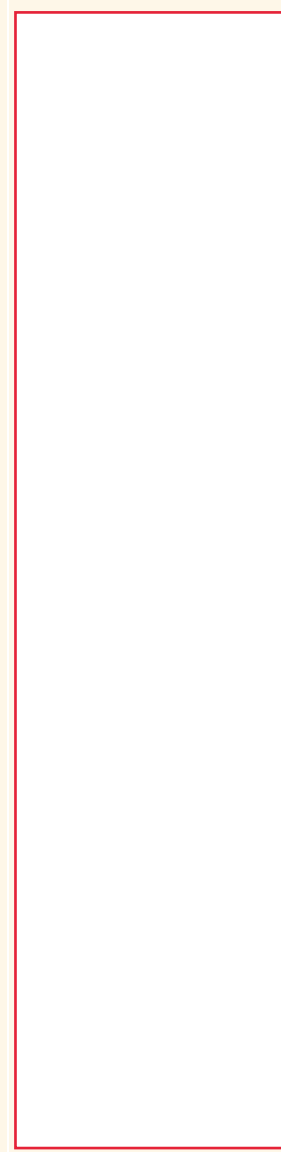
Model the independent task for the children. They should write a narrative to accompany the pages where Julian turns into a mermaid, using effective noun phrases to describe the action and Julian's feelings for the reader. Model red-pencil technique* to show sentence boundaries.

[1] Julian has an idea. He slips out of his clothes and he kicks off his shoes. [2] Julian picks the green, wispy fern leaves one by one. [3] Julian's mermaid hair is perfect! He adds a few colourful petals and he paints red lipstick on [4] Julian is glancing up at the delicate curtains because they are floating in the gentle breeze.



[1] I'm going to start by borrowing the same sentence as the one in the book, and then I will start adding my detail for the reader. I need to start each sentence with a capital letter. I'll think carefully about my verb choice here. **Kicks** and **slips** work well to show the reader how he's moving.

illustrations of Julian's changing into a mermaid, rather than writing sentences in prose. They can be encouraged to do so independently, using phonic mats for support with the word writing.



[2]...I want to describe the leaves for the reader here so I will use a noun phrase. I have used two adjectives, so I need to remember to separate them with a comma.

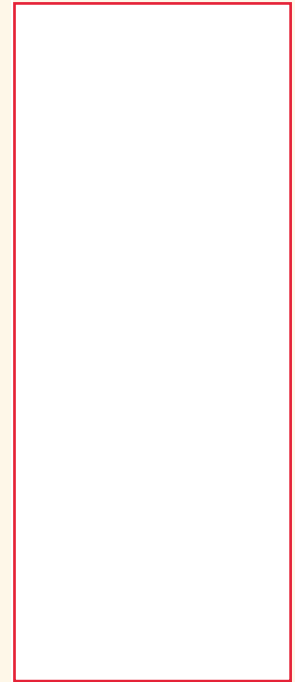
[3]...Let's tell the reader how Julian feels about his mermaid hair. What do you think? Which piece of punctuation will I need here? I will use a conjunction in the next sentence to stop it being too list-y for the reader.



[4]... I want to describe the movement of the curtain that Julian will use for his tail, so I am going to use the present progressive here, as well as my noun phrases. What conjunction did I use to join the two clauses there? Let me check my punctuation. Every time Julian does something different, I need to finish my last sentence with a full stop and start a new one with a capital letter. Can you spot all my punctuation pairs? Are any missing? Oops! Let's pop in a capital H for he and a full stop after the word on.



Allow plenty of time for children to draft the whole scene of Julian's transformation. Put in regular pit-stops* for reviewing writing so far. Then allow time for children to proof-read their writing. They could read it aloud with a partner, sentence by sentence and checking together that the punctuation is accurate and that the verb endings have been spelt correctly.



Step 7

Learning Objective: To use subordinating and co-ordinating conjunctions

Learning Outcome: A narrative description of the events read, with use of conjunctions

Route to Learning Outcome

Re-read the story again from the start, up to the point where Nana enters in the blue dress (same place as in the previous lesson). Pause briefly to share reflections and predictions. Children may notice that the print of Nana’s dress is the same as that of the fish in Julian’s imagination earlier in the book. Look back with the children and discuss. Then read on over the next double page spread, pausing where Nana says, ‘You’ll see’. Look carefully at all the illustrations over these two double-page spreads and ask:



- What does the fish do? And what does Nana do for Julian?
- How are the fish and Nana similar?
- What does Nana think about Julian becoming a mermaid?
- How does Nana show Julian that she loves him?
- How do we know that Julian is happy?

Tell the children that in this lesson, they will be writing the narration for the reader of the events on the two double pages that they’ve just read (where Nana gives Julian the necklace and they leave together holding hands). Explain that we need to use conjunctions here to help the reader to understand how the characters are feeling here, and to stop the writing being too list-y for the reader. Share the following sentences on the board and remind children that we need capital letters for people’s names:

Nana hands Julian a beautiful, pink necklace. Nana is not cross with Julian. Nana is proud of Julian.



Then provide a range of subordinating and co-ordinating conjunctions. Challenge the children, in pairs, to join two of the three sentences with a conjunction of their choice. Encourage them to consider how the various options change the meaning for the reader. Model that they might need to replace the repeated proper noun with a pronoun when joining the sentences. For instance:

Nana hands Julian a beautiful, pink necklace ***because she*** is not cross with Julian. Nana is proud of Julian.



Suggestions for adaptations for learning:

Stretch and challenge:

Some children will be able to innovate their own sentences and extend with conjunctions.


Adult support:

Some children will need adult support to sound out and record single-clause sentences.

Scaffolds and resources:

Example sentence strips and conjunctions **(Resource 1)**

Your notes:
(important to think about your own cohort here)



or
and
but
when
if
that
because
while

Nana hands Julian a beautiful, pink necklace **and she** is not cross with Julian. Nana is proud of Julian.



Nana hands Julian a beautiful, pink necklace **when she** is not cross with Julian. Nana is proud of Julian.



How do the different conjunctions change the meaning of the sentence? Which would you prefer to use here and why?

Ask them to choose the combinations which they think are most appropriate and share with other pairs and groups.

Provide simple sentences on strips as a scaffold (see **Resource 1**) for children to move around with the conjunctions. Other children will be able to innovate their own co-ordinating or subordinating sentences to narrate the action over these pages.

Step 8

Learning Objective: To use the -ly suffix to turn adjectives into adverbs.

Learning Outcome: Sentences which narrate the end of the book, making use of -ly adverbs.

Route to Learning Outcome

Re-read *Julian is a Mermaid* from the start until the end of the book. Dwell on the new pages at the end of the story, where Julian joins the carnival. Allow plenty of time for children to share their reflections about the end of the book. Complete the story plan together:

<u>Beginning of the story</u>	
Meet the main character and find out what they like	Julian Julian loves mermaids
<u>Middle of the story</u>	
Main character has an imaginary adventure	Julian imagines becoming a mermaid and swimming with the fish in the sea.
Main character has an event	Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross. Nana is not cross
<u>Ending of the story</u>	
Main character feels a sense of joy and belonging	Julian's Nana proudly takes Julian to join a parade at a carnival. Julian feels just like a real mermaid.

Tell the children that they will be continuing to narrate the story over the last few pages as they have been doing so far.

Share this bit of text again with the children:

"Mermaids," whispers Julian.



Suggestions for adaptations for learning:

Stretch and challenge:

Encourage use of adventurous vocabulary.

Adult support:

Some children will need adult support to sound out and record single-clause sentences with an adverb. Support the children to add -ly onto the root words. Use a phoneme frame for the roots and add -ly as a 'chunk'.



Scaffolds and resources:

Provide a list of adjectives which can be turned into adverbs:


excited
proud

Your notes:
(important to think about your own cohort here)



Ask the children:

  How is Julian feeling?


Elicit some feelings, and support with some additional examples. Children / adults might say for example:

 excited, proud, pleased, joyful, awe-struck, thrilled, happy



Model how to turn some of the adjectives into adverbs by adding the suffix -ly which can then be used to show the reader how Julian is feeling when he's doing something. For example:

Julian glances up **excitedly** at his Nana. She smiles at him **proudly**.  

Teach that we can normally just add the suffix '-ly' to a root word without change. Support the children to add '-ly' to the following words on their whiteboards:

kind> proud> 
 nice> loud>
 silent> quiet>

Ask children to write the narration for the pages where Julian and his Nana join the parade at the carnival. Encourage them to use -ly adverbs to describe the action and remind them to also use conjunctions to join sentences from the previous lesson. Model the first few sentences for support, checking the children understand the meanings of each word and pointing out the trickier spellings e.g. 'soft' c in *glances*, *dancing* and *graceful*; the '-ful' suffix and CEW *beautiful*.

Julian glances up **excitedly** at his Nana. She smiles at him **proudly**.
 Julian sees so many beautiful, colourful mermaids dancing gracefully. 
 Nana encourages him **kindly**. They see ... 

Allow time for pit-stops so that children check read through their writing and make revisions. Then allow plenty of time for children to proof-read their writing. They could read it aloud with a partner, sentence by sentence and checking together that the punctuation is accurate and that the verb and adverb endings have been spelt correctly.



joyful
 happy
 graceful
 glad
 playful

Step 9

Learning Objective: To use apostrophes for contracted forms.

Learning Outcome: Speech and thought bubbles for the characters in the book, using contractions.

Route to Learning Outcome

Share the page with the children where Nana says “Like you, honey. Let’s join them.”

Display this on the whiteboard:

Let’s join them.

Remind the children that this is Nana speaking to Julian in the story. Explain that when characters speak to each other in books, especially if they’re family or close friends, they will use informal or friendly language with each other. Nana has joined **let us** together to form the contraction **let’s**.

Model physically pushing **let us** together so that the **u** is lost and replaced with the apostrophe. Explain that this is called a contraction.



Model other examples, encouraging oral rehearsal of contractions first followed by written models for children to try to contract.

I am happy becomes I’m happy.
They are sad becomes they’re sad.

she is > she’s he is > ?
they are > they’re we are > ?
is not > isn’t did not > ?

Share a range of sentences with the children and ask them, in pairs, to spot where they might be able to make the sentence chattier, by using a contraction. See **Resource 2 (and 2b)**.

Ask children to revisit the illustrations from the book, adding some speech and thought bubbles for the characters, this time using contractions where appropriate.

Suggestions for adaptations for learning:

Stretch and challenge:
Encourage the use of the full range of taught punctuation in the speech and thought bubbles.

Adult support:
Some children will need adult support to sound out their sentences orally and forming the contraction.

Scaffolds and resources:
Resource 2b provides all the worked examples for children who would benefit from matching them first or instead.

Your notes:
(important to think about your own cohort here)

Step 10

Learning Objective: To plan a narrative

Learning Outcome: A story plan based on own experience, or those of others.

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

Revisit the story plan for *Julian is a Mermaid*:

<u>Beginning of the story</u>	
Meet the main character and find out what they like	Julian Julian loves mermaids
<u>Middle of the story</u>	
Main character has an imaginary adventure	Julian imagines becoming a mermaid and swimming with the fish in the sea.
Main character has an event	Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross. Nana is not cross.
<u>Ending of the story</u>	
Main character feels a sense of joy and belonging	Julian's Nana proudly takes Julian to join a parade at a carnival. Julian feels just like a real mermaid.

Stretch and challenge:

Encourage the use of 'what if' questions to explore the range of possibilities for the story. What if Julian wants to go into space or explore a cave instead? What if nana is a big sister instead?

Adult support:

Support discussion, helping children to generate and record their ideas. Consider planning a group story where all children contribute to the same theme and plot. Some children might benefit

Ask children at each point in the story, in pairs for discussion (beginning, middle and end):



How did we, as readers, feel at this point in the story?

Then annotate the story plan with pictures to represent those changing feelings. For example:

<p><u>Beginning of the story</u></p> <p>Meet the main character and find out what they like</p>	<p>Julian Julian loves mermaids 😊</p>
<p><u>Middle of the story</u></p> <p>Main character has an imaginary adventure</p> <p>Main character has an event</p>	<p>Julian imagines becoming a mermaid and swimming with the fish in the sea. 😬😬</p> <p>Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross. 😞 Nana is not cross. 😊</p>
<p><u>Ending of the story</u></p> <p>Main character feels a sense of joy and belonging</p>	<p>Julian's Nana proudly takes Julian to join a parade at a carnival. 😊 Julian feels just like a real mermaid. 🧜🏻 😊</p>

Tell the children that they will be writing a story over the next few days, and they should aim to entertain the reader, making them feel all the wonderful things that they felt as readers of Julian's story. You could read the sequel, *Julian at the Wedding* or re-visit *Splash, Anna Hibiscus!* by Atinuke and repeat the story plan activity to provide children with a range of story structures.

Provide children with **Resource 4**. Remind them of who their chosen audience is. Allow time for them to discuss their own ideas with a partner and complete their story plan. Children should be encouraged to write about whatever they want. It could be that they choose to align their ideas with one of the stories read, or they can write about their own experience or ideas. Remind them to think about how they want their audience to feel. It might be helpful to provide a model, which could be completed in real time with the children:

from retelling the story but changing the characters only.

Scaffolds and resources:

Resource 4. Some children might want to populate the table with images instead of (or in addition to) text.



<u>Beginning of the story</u>	<u>My story</u>	<u>How I want my reader to feel</u>
Meet the main character and find out what they like	A girl named Priya. Priya loves going to the park and playing on the swings and roundabouts.	Happy, interested in Priya.
<u>Middle of the story</u> Main character has an imaginary adventure Main character has an event	Priya closes her eyes on the swings and imagines that she soars up and up and into space. Priya uses all the pots, pans, dishes, cling film and tin foil to build a spaceship in the kitchen of her flat. She's frightened that her mums will be cross with her for making a mess.	Excited, in wonder about the space adventure. Worried about the mess and waste. Scared for Priya.
<u>Ending of the story</u> Main character feels a sense of joy and belonging	Her mums are not cross and they play in her spaceship with her. They all pretend to go to the moon.	Relieved, happy and joyful.



Allow time for children to share their story ideas with others, refining them as they go.

Step 11

Learning Objective: To write a story opening, sentence by sentence, orally rehearsing and making use of learning throughout the unit.

Learning Outcome: A story opening.

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

Tell the children that today they will be writing the beginning of their stories which they planned in the previous lesson.

At this point, ask children to go back through their books over their learning this unit and discuss with their partners all of the writing skills that they have used to make their writing effective. They can make notes on mini-whiteboards.



Take feedback as a class and form class success criterion* for the working wall. Use **Resource 3** as an example to build this criterion with the class.

Remind children of just the opening of the modelled example:

<u>Beginning of the story</u>	<u>My story</u>	<u>How I want my reader to feel</u>
Meet the main character and find out what they like.	A girl named Priya. Priya loves going to the park and playing on the swings and roundabouts.	Happy, interested in Priya.

Tell the children that they will be writing the opening of their stories in this lesson, using the ideas from their plan and remembering to use the success criteria.

Model the writing for the children, using the teacher’s model story, perhaps using red-pencil technique* to show the children where the sentences start and end. (**Resource 5**)

Stretch and challenge:

Children can be reminded to make adventurous vocabulary choices.

Adult support:

Guided group support with the writing to support children with orally rehearsing each sentence, writing it and cross-referencing the SC as well as their own plan.

Scaffolds and resources:

Modelled story example – **Resource 5**. Some children will benefit from being provided with some images of their

[1] A curious, imaginative girl named Priya is doing her favourite thing. **[2]** She is visiting the nearby park **[3]** She loves the roundabouts, the climbing wall and the skatepark there. **[4]** the swings are the best things of all and she plays on them endlessly.

[1] I need to start by telling the reader about Priya. I need to begin with a capital letter. I am going to use noun phrases to describe Priya. I think she's curious and imaginative. Have I remembered to separate the listed adjectives there with commas? Yes.

[2] I am going to use a simple sentence here after that long one. Let me check my full stops and capital letters.

[3] Let's tell the reader what Priya likes to do. I am going to remember to use the comma to separate the things at the park.



[4] I am going to separate these two sentences with the conjunction **and**. I need to tell the reader that she loves the swings the best of all and that she always wants to play on them. I will use the adverb 'endlessly' to show that to the reader. Right, I have four sentences so have I got four full stops? Let's check the punctuation pairs now. Oops- I need to pop in a full stop after park and a capital letter for the word 'the'.

Allow children time to write the opening of their stories, where we meet the main character and find out what they like to do. Remind children of the success criteria, and the use of present tense in particular. Children will need to orally rehearse each sentence before writing it down. Remind them that the first attempt will be the draft. Encourage them to use red-pencil technique to track their sentence boundaries.



Then allow time for editing and proof-reading. Children should read their writing aloud to a peer to check that they are happy with it. They can then be asked to consider editing against something specific from the success criteria, or proof-read for specific errors to correct such as punctuation and / or spelling of words from the working wall. This process might need to be modelled by the teacher under the visualiser on a teacher's draft.

chosen story events to support.

Steps 12 & 13

Learning Objective: To write the middle of the story, sentence by sentence, orally rehearsing and making use of learning throughout the unit.

Learning Outcome: The middle of a story.

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

These steps will need two (or more) lessons as the children are writing the bulk of their stories at this point. Tell children that next they will be writing the middle part of their story. Remind them to refer to their plans and to the class success criteria. Show them the teacher example:

<u>Middle of the story</u>		
Main character has an imaginary adventure	Priya closes her eyes on the swings and imagines that she soars up and up and into space.	Excited, in wonder about the space adventure.
Main character has an event	Priya uses all the pots, pans, dishes, cling film and tin foil to build a spaceship in the kitchen of her flat. She's frightened that her mums will be cross with her for making a mess.	Worried about the mess and waste. Scared for Priya.

Stretch and challenge:
Children can be reminded to make adventurous vocabulary choices.

Adult support:
Guided group support with the writing to support children with orally rehearsing each sentence, writing it and cross-referencing the SC as well as their own plan.

Scaffolds and resources:
Modelled story example – **Resource 5**.
Some children will benefit from being provided with some images of their

Remind them from the success criteria that we get to know the characters further through the use of speech and thought bubbles and that children might want to bring these into this writing. Encourage them to use red-pencil technique* to track their sentence boundaries. Use the examples from **Resource 5** to support modelling the writing for the children:

Priya closes her eyes. She is feeling the wind rush past her, and she is imagining that she is soaring up and up. She is higher than the tallest trees and she flies into the vastness of space! She sees friendly, green aliens float past.



I can't believe that I'm flying. What a beautiful sight this is!

Hello strange creature. What is your name? How did you get up here?

Be careful!

Priya's cosmic dreams are growing and growing. She cannot wait for the park the next day. Her mums are busily working so she heads into the kitchen alone. She gathers pots, pans, dishes, cling film, and tin foil. Priya feels just like an astronaut on a mission while she transforms her kitchen into a spaceship. She makes control panels from pots, pans and tins. She crafts a shiny silver exterior from rolls of tin foil and cling film.

Priya marvels at her creation but a twinge of fear creeps in. What if her mums are cross with her for turning the kitchen into a space station? Her mums both walk in and glance at each other.



Allow time for editing and proof-reading at the end of each session. Children should read their writing aloud to a peer to check that they are happy with it. They can then be asked to consider editing against something specific from the success criteria, or proof-read for specific errors to correct such as punctuation and / or spelling of words from the working wall. This process might need to be modelled by the teacher under the visualiser on a teacher's draft.

chosen story events to support.

Step 14

Learning Objective: To write the ending of the story, sentence by sentence, orally rehearsing and making use of learning throughout the unit.

Learning Outcome: A story ending

Route to Learning Outcome

In this lesson, children will be writing the ending of their stories. Remind children to refer back to the working wall and their own story plans. Use the teacher example to demonstrate:

<u>Ending of the story</u>		
Main character feels a sense of joy and belonging.	Her mums are not cross and they play in her spaceship with her. They all pretend to go to the moon.	Relieved, happy and joyful.

Use modelled and shared writing (using **Resource 5**) to support:

They begin smiling and laughing because they share in Priya's excitement. Together they wear imaginary spacesuits and join Priya in her space voyage. The trio sets off on a make-believe journey to the moon. They are laughing as they pretend to float about and they marvel at the imaginary stars. Priya's fear changes into joy.



Allow time for editing and proof-reading of this section and of the story as a whole. Children should read their writing aloud to a peer to check that they are happy with it. They can then be asked to consider editing against something specific from the success criteria, or proof-read for specific errors to correct such as punctuation and / or spelling of words from the working wall. This process might need to be modelled by the teacher under the visualiser on a teacher's draft.

Suggestions for adaptations for learning:

Stretch and challenge:
Children can be reminded to make adventurous vocabulary choices.

Adult support:
Guided group to support children with orally rehearsing each sentence, writing it and cross-referencing the SC as well as their own plan.

Scaffolds and resources:
Modelled story example **Resource 5**. Some children will benefit from being provided with some images of their chosen story events to support.

Your notes:
(important to think about your own cohort here)

Step 15

Learning Objective: To form lower case letters of the correct size relative to one another and to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Learning Outcome: A final, published version of their story

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes:
(important to think about your own cohort here)

Remind children of the beautiful illustrations in *Julian is a Mermaid* and *Splash, Anna Hibiscus!* (if used). Recall the impact that these had on us as the reader. Remind children who their chosen reader is and of the feelings that they were intending to evoke in their reader from their plans.

Tell children that they will be publishing their final drafts into beautiful story books for their chosen audiences in this lesson. Provide children with a format to help structure their illustrations, speech bubbles and writing (mini books).

Model taking one polished sentence and writing up onto new flipchart. Model occasional joins from ‘out-flicks’/kicks of letters, ensuring a clear, explicit version is modelled in an enlarged manner (flipchart, IWB or visualiser). Model handwriting joins in line with school’s policy.

Focus on ascenders, descenders and having letters at appropriate height next to one another. Use AFL to revisit some letter formation.



Does this letter ‘s’ look right? It’s the same height as the t and the h and it really needs to be the same height as the a or the c so I will change that. Is the descender of my ‘g’ below the line? Yes, that looks fine.

Children write and illustrate their stories for their chosen audience in accordance with the school’s handwriting policy, ensuring they work systematically to incorporate all the edits they made throughout the drafting.

Ensure that time is found for children to share and celebrate their stories with their chosen audience.

Stretch and challenge:
Peer editing and teacher conferencing to support with editing of vocabulary choices.

Adult support:
1:1 conferencing: with identified children from AFL with final edits and proofing prior to publishing work to ensure sentence/spelling accuracy and that it makes sense.

Scaffolds and resources:
Paper and art materials to publish their writing as they wish.

End of unit

Glossary	
Success Criteria	Features of writing that children know or have been taught within this unit, which show how all writing choices link to the intended effect on the reader, with audience and purpose at the core.
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.
Common Exception Words (CEW)	This is the term used by the 2014 National Curriculum to refer to words which do not conform to usual sounding out patterns taught so far.
Freeze-frame	A drama technique where the children explore a particular scene/character from a text in more depth by recreating the scene and 'freezing' in role. Greater depth of exploration can be achieved by asking the children to voice their thoughts at that moment in time, in role (this is sometimes called 'thought tracking' – see glossary entry for more details about this technique).
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
Red pencil technique	A technique aimed at improving the accuracy of basic punctuation when writing sentences. The red pencil can be used by the child to write the capital letter at the start of the sentence, and for adding the full stop at the end. Some children may benefit from using the red pencil throughout all of their writing, whereas others may only need to use it for the first sentence as a visual memory aid. This is short term intervention.
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).

Thought tracking	Thought tracking usually follows a freeze-framing activity, where the children are invited to depict a key scene from a story (see Freeze Frame in the glossary). The children can then be asked to voice their thoughts, in role as a character, at this pivotal point in the tale in order to shed more light on character's motivations/viewpoints etc.
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:

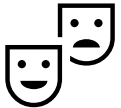
Nana hands Julian a beautiful, pink necklace
Nana is proud of Julian
Nana is not cross with Julian
Julian is a beautiful mermaid
Julian and Nana are holding hands
Julian and Nana are smiling at each other
Julian and Nana are strolling
The old man is walking his little dogs
The ladies are drinking their pop
Julian is holding his head high with pride

or
and
but
when
if
that
because
while

Let us go, honey.	Let's go, honey.
She is so beautiful.	
They are having a great time playing in the water.	
I am going to take a bath.	
I am also a mermaid.	
I hope they will not break.	
I wonder if she is cross with me.	
My Nana is wonderful.	

Let us go, honey.	<u>Let's</u> go, honey.
She is so beautiful.	My <u>Nana's</u> wonderful.
They are having a great time playing in the water.	<u>I'm</u> also a mermaid.
I am going to take a bath.	I wonder if <u>she's</u> cross with me.
I am also a mermaid.	<u>They're</u> having a great time playing in the water.
I hope they will not break.	I hope <u>they'll</u> not break.
I wonder if she is cross with me.	<u>I'm</u> going to take a bath.
My Nana is wonderful.	<u>She's</u> so beautiful.

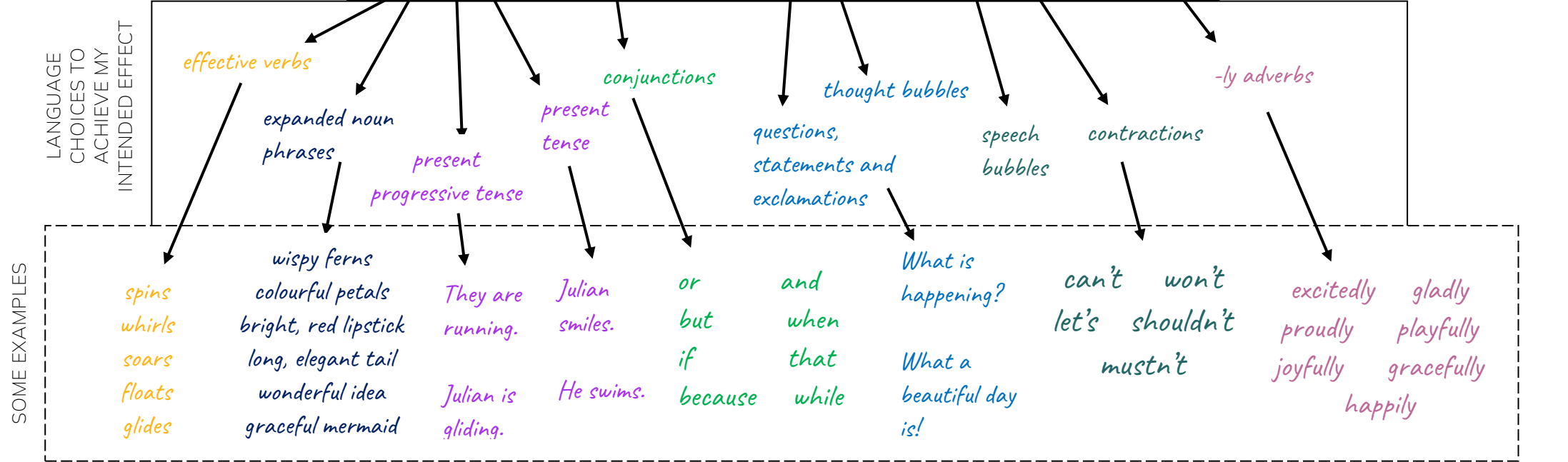
Useful vocabulary and spellings

 Audience and purpose:
To entertain my classmates and share in the class library area

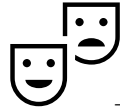
Useful vocabulary and spellings

Intended effect on my reader/ audience:

To picture what is happening in their mind and bring the action to life	To create a pleasing rhythm to the sentences to keep them wanting to read	To understand how the characters are thinking and feeling	To show how the characters speak to each other in a friendly way	To help the reader know how characters are behaving
---	---	---	--	---



Useful vocabulary and spellings



Audience and purpose:

To entertain -----

Useful vocabulary and spellings

Intended effect on my reader/ audience:

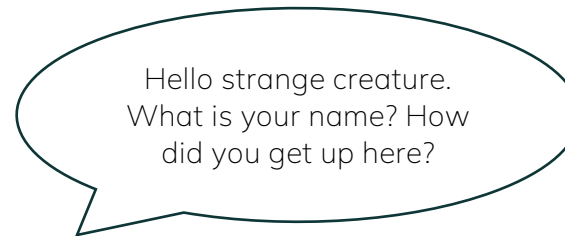
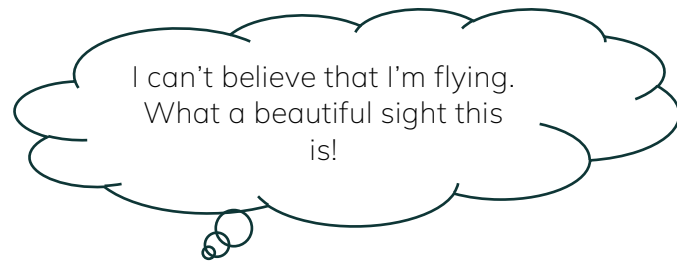
LANGUAGE CHOICES TO ACHIEVE MY INTENDED EFFECT

SOME EXAMPLES

<u>Beginning of the story</u>	<u>My story</u>	<u>How I want my reader to feel</u>
Meet the main character and find out what they like		
<u>Middle of the story</u> Main character has an imaginary adventure Main character has an event		
<u>Ending of the story</u> Main character feels a sense of joy and belonging		

In a small, cozy flat on New Road, lives a curious and imaginative girl named Priya. Today she is doing her favourite thing. She is visiting the nearby park. She loves the roundabouts, the climbing wall and the skatepark there. The swings are the best of all and she plays on them endlessly.

Priya closes her eyes. She is feeling the wind rush past her, and she is imagining that she is soaring up and up. She is higher than the tallest trees and she flies into the vastness of space! She sees friendly, green aliens float past.



Priya's cosmic dreams are growing and growing. She cannot wait for the park the next day. Her mums are busily working so she ventures into the kitchen alone. She gathers pots, pans, dishes, cling film, and tin foil. Priya feels just like an astronaut on a mission while she transforms her kitchen into a spaceship. She makes control panels from pots, pans and tins. She crafts a shiny, silver exterior from rolls of tin foil and cling film.

Priya marvels at her creation but a twinge of fear creeps in. What if her mums are cross with her for turning the kitchen into a space station? Her mums both walk in and glance at each other.

They begin smiling and laughing because they share in Priya's excitement. Together they wear imaginary spacesuits and join Priya in her space voyage. The trio sets off on a make-believe journey to the moon in their kitchen spaceship. They are laughing as they pretend to float around and they marvel at the imaginary stars. Priya's initial fear changes into joy.

