

ESSENTIAL WRITING.

Detailed English Plan



Year 2 Spring 2

Narrative unit

featuring

'Julian is a Mermaid' by Jessica Love

Edition 1


The word cloud contains the following words and icons:








- write** (largest word)
- read** (vertical word on the right)
- book** (large word at the bottom)
- exciting** (large word in the middle)
- listen** (large word at the bottom)
- choice** (large word at the bottom left)
- vocabulary** (medium word)
- poetry** (vertical word)
- craft** (vertical word)
- handwriting** (vertical word)
- accuracy** (vertical word)
- editing** (vertical word)
- agency** (vertical word)
- purpose** (vertical word)
- grammar** (vertical word)
- writer** (vertical word)
- identity** (vertical word)
- audience** (vertical word)
- engage** (vertical word)
- motivate** (vertical word)
- perform** (vertical word)
- model** (vertical word)
- inspire** (vertical word)
- author** (vertical word)
- discuss** (vertical word)
- publish** (vertical word)
- pleasure** (vertical word)
- entertain** (vertical word)
- literature** (vertical word)
- punctuation** (vertical word)
- compose** (vertical word)
- draft** (vertical word)
- talk** (vertical word)
- effect** (vertical word)
- question** (vertical word)
- reviewing** (vertical word)
- applying** (vertical word)
- communicate** (vertical word)
- persuade** (vertical word)
- inform** (vertical word)
- voice** (vertical word)
- drama** (vertical word)
- speak** (vertical word)
- imagine** (vertical word)

Icons include: a notepad with a pen, a lightbulb, a megaphone, a speech bubble, a book, a pencil, a question mark, a pair of hands, a pair of glasses, and a pair of theatrical masks.

Core Text(s): <i>Julian is a Mermaid</i> by Jessica Love Supplementary Texts: <i>Splash, Anna Hibiscus!</i> by Atinuke		
Step	National Curriculum Coverage	Teaching Outline
1	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary	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	How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation	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	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	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	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	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	Learn how to use apostrophes for contracted forms	Explore how and why contractions are used in writing. Children write speech and thought bubbles for the book using contractions.
6	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	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 timetabled lessons, allowing time for proof-reading.
7	Use co-ordination (and, or, but) and subordination using (when, if, that, because)	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	Plan or say out loud what they are going to write about	Children read the ending of <i>Julian is a Mermaid</i> . They consider how the audience feels at various points in the story and explores the story shape. This is used as a guide for children to begin generating ideas for their story based on the rise-fall-rise story shape.
9	Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary	Children create a plan for their own story based on the ideas generated in the previous step using the rise-fall-rise story structure.

10	Encapsulate what they want to say, sentence by sentence Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)	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.
11	Encapsulate what they want to say, sentence by sentence Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)	Children write the middle of their stories and edit and proof-read the writing.
12	Encapsulate what they want to say, sentence by sentence	Children write the ending of their stories and read through to check it follows the rise-fall-rise structure that can be understood by their intended audience.
13	Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)	Children will edit and proofread their writing.
14	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.
15	Read aloud what they have written with appropriate intonation to make the meaning clear.	Children will read their final, published version of their story to their chosen audience.



	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Julian is A Mermaid</i></p> <p><i>Splash, Anna Hibiscus!</i></p>	<p><u>Narrative:</u> Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Review fall-rise story shape for basic narrative structure and introduce other shapes: rise-fall-rise</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past, present adjective, noun, noun phrase, comma apostrophe</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>

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

Step 1

Learning Objective: Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

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 for adaptation:
<p>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 (for example, they might choose their classmates or someone at home). They will be writing to entertain.</p> <p>Tell the children that they will be using some wonderful, books to help them with generating ideas over this unit, and in particular, <i>Julian is A Mermaid</i> 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:</p> <div data-bbox="53 687 1487 922" style="background-color: #e1f5fe; padding: 10px; border-radius: 10px;">  <p>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?</p> </div> <p>Display the end-papers (beginning and end of the book). Encourage children to note what is the same and what is different about the characters/illustrations. Then think about Julian in depth. The children might say:</p> <div data-bbox="53 1027 1487 1182" style="background-color: #ffe0b2; padding: 10px; border-radius: 10px;">  <p>I think Julian is happy... [e.g. because he has a smile on his face]. I think Julian loves... [e.g. being a mermaid]. Julian loves... [e.g. to swim with his mermaid family and friends].</p> </div> <p>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: this is the page ending with 'Julian loves mermaids.' Remind the children that they will be borrowing some ideas from <i>Julian is A Mermaid</i> to write their own short stories. Guide them to notice that the beginning of this story tells us, as the reader, all about Julian.</p>	<p>Stretch and challenge: Encourage children to use ambitious vocabulary.</p> <p>Adult support: From AfL, identify children who need support to orally rehearse and form their sentences.</p> <p>Scaffolds and resources: Some children might need sentence starters: Resource 1</p> <p><i>Julian is A Mermaid</i> by Jessica Love. Page 1- 'Julian loves Mermaids.'</p>	<div style="border: 1px solid red; height: 600px; width: 100%;"></div>



Begin a story plan (to be added to the working wall*) 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. For example:



<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>	
<u>End of the story:</u>	




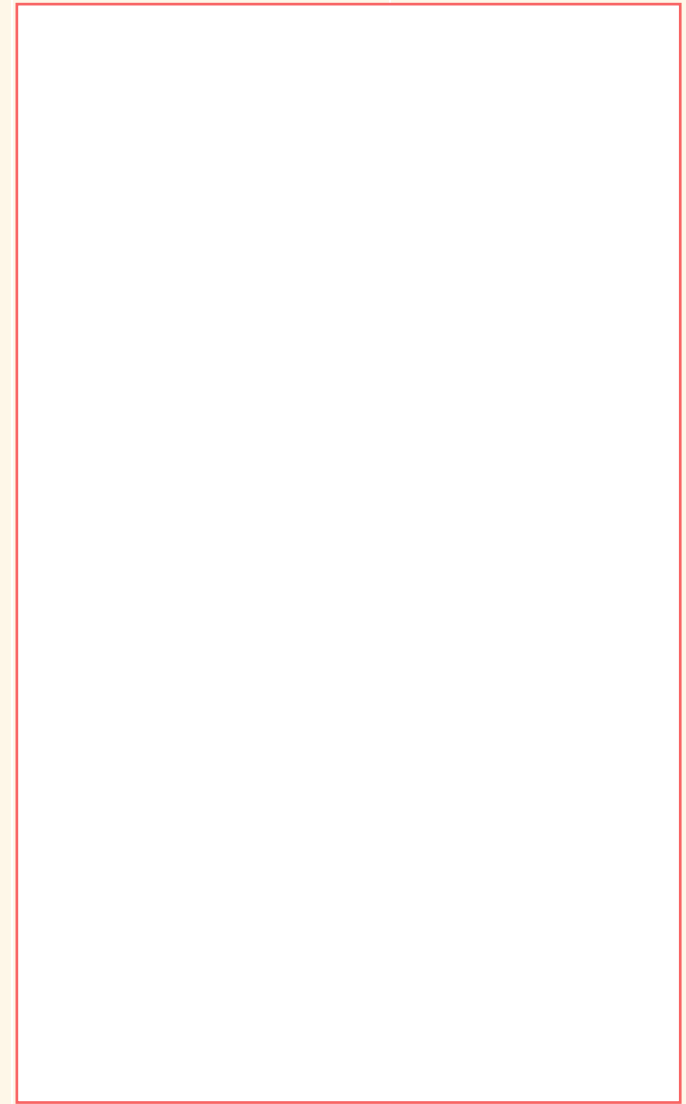
NB Model the difference between a capital J standing on the line and lower case dropping under as children often confuse this letter.

Main Activity: Model write describing Julian's character using **Resource 1**. 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.

So that the children can think about how they might start their story in a similar way to Julian is Mermaid, ask them the following.

  Why do you think it is useful to find out information about the main character at the beginning of a story? What have you found out about Julian?



 Julian is..... He has..... I think.....



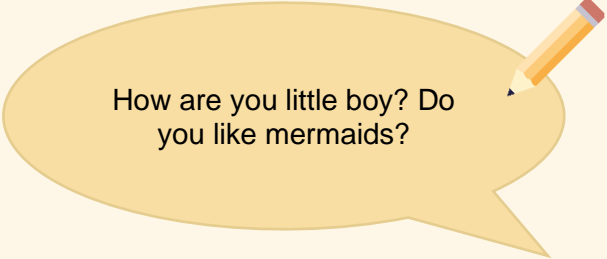
Step 2

Learning Objective: How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation..


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 for adaptation:
<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.</p> <p>Return to the double-page spread of Julian with his Nana on the train: 'This is a boy named Julian' Discuss the words on the illustration on the left-hand side of the double page spread. Ask:</p> <div data-bbox="56 619 887 727">  <p>What do you think Julian is reading about? What might he be thinking about?</p> </div> <p>Pre-Activity: 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="56 884 1386 1070">  <div style="display: flex; justify-content: space-around;"> <div data-bbox="197 895 788 965"> <p>Wow those mermaids are so beautiful!</p> </div> <div data-bbox="824 895 1386 965"> <p>Hello little boy. Do you like my tail?</p> </div> </div> <div data-bbox="499 986 1077 1070" style="margin: 10px auto; width: 60%;"> <p>My tail shimmers beautifully in this light.</p> </div> </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: Consider vocabulary choices to enhance their writing.</p> <p>Adult support: Support children to use their phoneme charts when segmenting their words.</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> <p><i>Julian is A Mermaid</i> by Jessica Love. Page 1- 'Julian loves Mermaids</p>	Empty space for notes


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.




How are you little boy? Do you like mermaids?



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.



What a beautiful tail I have!



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.

Main Activity: Children should create their own speech and thought bubbles for the page, using the ideas in the freeze-frame activity to generate ideas for writing.

Allow time for children to share their speech and thought bubbles with a partner. Check that their sentences make sense and make any changes as necessary.




Step 3

Learning Objective: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Learning Outcome: Write 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:

Recap the story so far and continue reading from 'Julian loves mermaids'. Use a visualiser to go through the next three double page spreads with the class. 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 middle section of the story plan, started in step 1:

<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.
<u>End of the story:</u>	

Pre-Activity: Reread the three double page spreads from 'Julian loves mermaids', using a visualiser. This time, ask the children to role play* and narrate what they think is happening. Tell the children that they will be writing about the adventure that Julian has, as these pages have no words. Tell the children that there is a lot of action across these pages so they will need to use some effective verbs in their writing. Remind children that a verb can tell us what someone or something is doing, like actions, movements, or even feelings.

Suggestions for adaptations for learning:

Stretch and challenge:
Encourage use of a variety of verb synonyms. Technology or thesauruses could be used.

Adult support:
Provide verb choices e.g. Did Julian *slip* into the water or *dive*?

Scaffolds and resources:
Resource 2: word bank. Some children might benefit from a word bank of verbs to choose from.

Photocopied pages of the double page spreads to refer to, talk about and write about.

Resource 3: Verb tense poster

Your notes for adaptation:

Share **Resource 2** and add the following vocabulary 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



Model write the following sentences and point out spellings 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 the verb **slips** is in the present tense and that **is gliding** is in the present progressive. This verb form uses 'is' or 'are' and then a verb with an -ing ending. Show children the poster and **Resource 3a**. Refer to previous learning during The Frog and the Stranger (Aut 1) to remind children of the variations of the verbs 'to be', 'to have' and 'to do'. 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* and the strips in **Resource 3b** 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.

Main Activity: 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: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

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, from ‘Let’s go, honey’– ‘I saw them, honey.’ Under a visualiser. Guide the children through what is happening across these pages (Julian and his Nana leave the train, they walk past the children playing in the water). Use the present tense, as the book is written. Model using a few of the words below.

Remind children of the present progressive verb form from the previous step. Refer to **Resource 3** and add an enlarged version to the working wall.*

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>

NB: Children are expected to be familiar with the terms ‘vowel’ and ‘consonant’ from prior spelling lessons. This step should serve as a review of their existing knowledge. If children are not already familiar with these terms, ensure that they are explicitly taught and understood before this step or the unit.

Write the following sentences on the whiteboard:

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

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

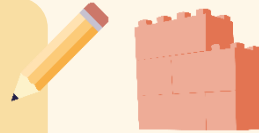
Julian is A Mermaid by Jessica Love: ‘Let’s go, honey’ – ‘I saw them, honey.’

Your notes for adaptation:



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.

are playing
are reading
are talking
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. Use **Resource 3b**. 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 the two pages from 'Let's go honey' - 'I saw them, honey' 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.

Main Activity: Ask the children to write a series of sentences which narrate the action happening over the two double pages read (from 'Let's go honey' - 'I saw them, honey'). They should provide detail and interest for the reader that they have noticed in the illustrations. Remind them to use some present progressive verb forms, if appropriate. Provide a model for the start of the writing. For example:

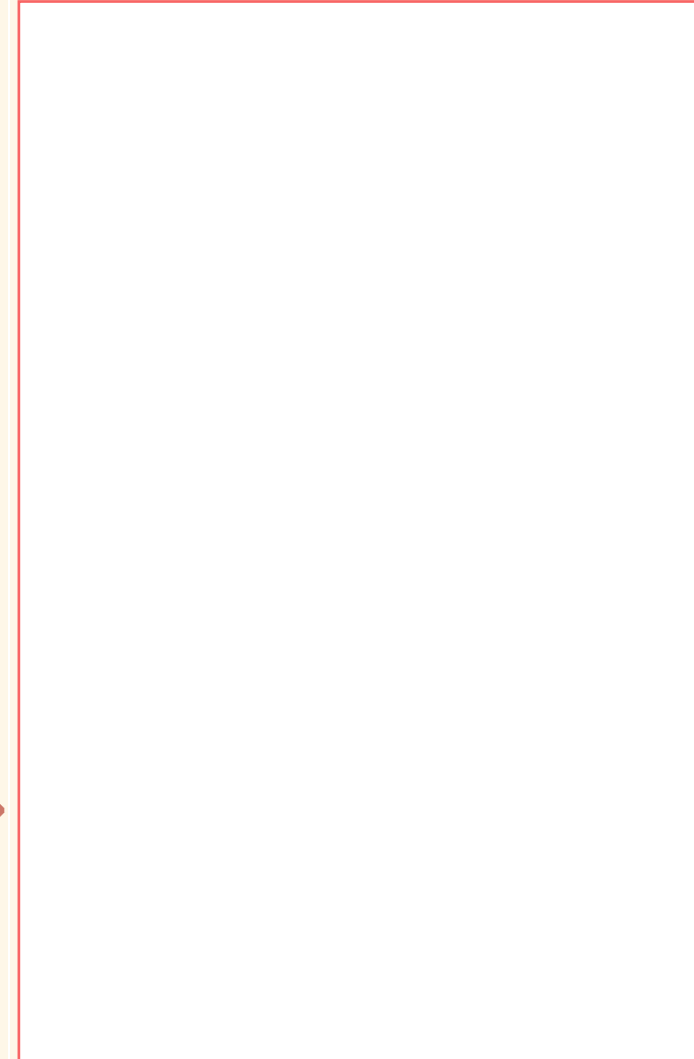
Julian's Nana reminds him that it is time to go. Julian hops off the train. The mermaids are waving and smiling. Julian waves back. He is thinking that he would love to be a mermaid too.



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.



Resource 3: Verb tense poster



Step 5

Learning Objective: Learn how to use apostrophes for contracted forms

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 for adaptation:						
<p>Read the next few double-page spreads with the class (where Julian turns himself into a mermaid), ideally under a visualiser. Stop at the page where Nana returns in her towel ('Oh')</p> <p>Update the middle section of the story plan with the children:</p> <table border="1" data-bbox="85 555 1368 938"> <tr> <td data-bbox="85 555 725 667"> <p><u>Beginning of the story:</u> Meet the main character and find out what they like</p> </td> <td data-bbox="725 555 1368 667"> <p>Julian Julian loves mermaids</p> </td> </tr> <tr> <td data-bbox="85 667 725 778"> <p><u>Middle of the story:</u> Main character has an imaginary adventure</p> </td> <td data-bbox="725 667 1368 778"> <p>Julian imagines becoming a mermaid and swimming with the fish in the sea.</p> </td> </tr> <tr> <td data-bbox="85 778 725 938"> <p>Main character has an event or experiences a moment that could be a problem</p> </td> <td data-bbox="725 778 1368 938"> <p>Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross.</p> </td> </tr> </table> <p>Look carefully at each of the illustrations with the children. Discuss how Julian is feeling, what he's thinking and what he might say. Record any effective language that the children generate during this discussion onto the working wall. Model this in role as Julian. For example:</p> <div data-bbox="235 1129 741 1230" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><u>I</u> will dress up as a mermaid <u>I'll</u> dress up as a mermaid</p> </div> <p>Highlight 'I will' and 'I'll'. Point out the new punctuation- the apostrophe. Explain that this punctuation mark shows where letters are missing and joins two words together. Model that 'I will' becomes 'I'll'. Explain that it helps make the words shorter, with the apostrophe there to make it clearer for the reader to understand.</p>	<p><u>Beginning of the story:</u> Meet the main character and find out what they like</p>	<p>Julian Julian loves mermaids</p>	<p><u>Middle of the story:</u> Main character has an imaginary adventure</p>	<p>Julian imagines becoming a mermaid and swimming with the fish in the sea.</p>	<p>Main character has an event or experiences a moment that could be a problem</p>	<p>Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross.</p>	<p>Stretch and challenge: Encourage the use of the full range of taught punctuation in the speech and thought bubbles.</p> <p>Adult support: Some children will need adult support to sound out their sentences orally and forming the contraction.</p> <p>Scaffolds and resources: Resource 4a & 4b Resource 4c provides all the worked examples for children who would benefit from matching them first or instead.</p> <p><i>Julian is A Mermaid</i> by Jessica Love: 'I saw them, honey' - 'Oh'</p>	<div style="border: 1px solid red; height: 600px;"></div>
<p><u>Beginning of the story:</u> Meet the main character and find out what they like</p>	<p>Julian Julian loves mermaids</p>							
<p><u>Middle of the story:</u> Main character has an imaginary adventure</p>	<p>Julian imagines becoming a mermaid and swimming with the fish in the sea.</p>							
<p>Main character has an event or experiences a moment that could be a problem</p>	<p>Julian uses his Nana's things to turn into a mermaid. He's afraid that she will be cross.</p>							



Reread the double page spread beginning 'Nana, I am also a mermaid.' Ask children to point out where else they see the apostrophe. Guide children to the sentence below.



I'm going to take a bath. You be good.



The apostrophe is in the word I'm. It shows that two words have been joined together: I and am. The apostrophe replaces the missing letter a from am. So, I'm means I am. The apostrophe helps make the sentence shorter and sound more like how people speak.

Explain that when characters speak to each other in books, especially if they're family or close friends, they will use friendly or chatty language with each other. This is why Nana has joined 'I am' to form the contraction 'I'm.'

Pre-Activity (1): Provide children with copies of **Resource 4a**. Model how to match the words to their contracted form. Invite children to explore this in groups of three.

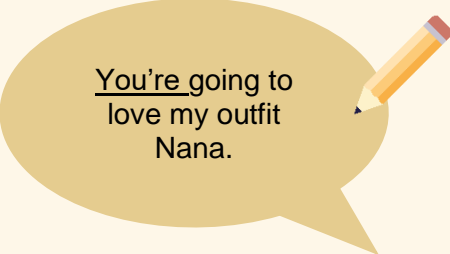
Bring the children back together and discuss what they have learnt e.g. the apostrophe replaces missing letters. Read through the next few pages after 'Julian has an idea'. In role as Julian, model using the contracted words to create some sentences about what Julian is thinking, feeling or saying. Use **Resource 4b** to do this. For example.



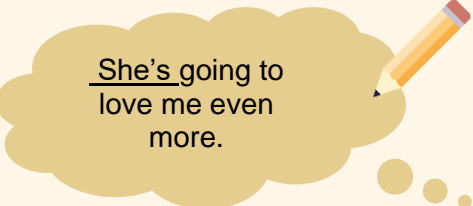
I have an idea > I've got an idea.
I cannot wait to show Nana > I can't wait to show Nana.

Pre-Activity (2): Give children time to work in threes to take turns in role as Julian. Some children will benefit from using **Resource 4b** to help generate ideas. Ask them to role play* what Julian is thinking, feeling and saying. Make sure children use the contracted form of words. You could freeze the children and use thought-tracking* to 'unfreeze' some of the children, having them share their thoughts and words aloud.


Use children's ideas and **Resource 4b & 4c** to model writing some sentences using the apostrophe. You could also continue using shared writing*. For example:




You're going to
love my outfit
Nana.



She's going to
love me even
more.



Here, the apostrophe in you're shows that two words have been joined together: you + are. The apostrophe replaces the missing a from are. So, 'you're' means 'you are'.



The apostrophe in she's shows that two words have been joined together: she + is. The apostrophe replaces the missing 'i' from is. So, 'she's' means 'she is'.

Main Activity: Children to create their own speech and thought bubbles for the pages explored using the apostrophe for contraction. They should use the ideas from freeze-frame activity to help support their ideas for writing. Some children might want to continue using **Resource 4b** or **4c**.

Step 6

Learning Objective: Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

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 for adaptation:

NB: This step might need to be delivered over two (or more) timetabled lessons.

Tell the children that they will again be adding narration to this middle section of the text for the reader, as there aren’t many words on each page. Return to double-page spreads where Julian turns himself into a mermaid-page beginning ‘Julian has an idea.’ 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, yellow sand

splashing waves

amazing Africa



Pre-Activity: 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

graceful mermaid



Model the independent task for the children. They should write a short narrative scene 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] 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.



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 may need to add labels and captions to the illustrations of Julian’s changing into a mermaid, rather than writing sentences in prose. They can be encouraged to do so independently, using phonic

[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.



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? Let's pop in a capital H for 'he' and a full stop after the word 'on'

Main Activity: 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. Encourage children to use a comma when using more than one adjective. 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: Use co-ordination (and, but, or) and subordination using (when, if, that, because).

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

Route to Learning Outcome

Recap the story so far. Continue reading from the point where Nana enters in the blue dress - page beginning 'Come here, honey.' 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. See the page beginning 'For me, Nana.' 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.

Pre-Activity: In pairs or groups, provide children with a range of subordinating and co-ordinating conjunctions [NB: You may prefer to use the term 'linking words' with your children], pre-cut on cards (see **Resource 5**) along with pre-cut sentences. Challenge the children 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 [NB: there is no need to use the term 'pronoun']

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:

Resource 5: example sentence strips and conjunctions

Photocopied pages of the text: 'Come here honey- You'll see'

Your notes for adaptation:

with the children here – instead you could ask ‘What could we use instead of repeating their names again?’ 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.

Write the range of conjunctions (subordinating and co-ordinating) on the working wall and model how to select different ones to either link two main clauses together (and, or, but) or to add detail to the main clause (because, when, if, that). Discuss how these words affect the meaning of the new sentence that you have created. For example:

- 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 / linking words add meaning to 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.

Main Activity: Have the photocopied pages from the text for children to refer to. This will support with their compositions. Alternatively, place these under the visualiser. Provide simple sentences on strips as a scaffold (see **Resource 5** with the conjunctions). Other children will be able to innovate their own co-ordinating or subordinating sentences to narrate the action over these pages. Once children have finished, allow time for children to discuss how the conjunctions connect ideas, making it easier for the reader to understand.



Step 8

Learning Objective: Plan or say out loud what they are going to write about

Learning Outcome: Explore and begin to develop their ideas using a story shape

Route to Learning Outcome

Read *Julian is A Mermaid* from the start to the end. Allow time for children to share their reflections about the end of the book.

How did you feel when Julian’s Nana gave him the necklace and took him to the parade?
Why do you think Nana decided to take Julian to the mermaid parade?



It made me...because...
Maybe she wanted to show him that...
The ending made me feel... because..

Complete the story plan together. Point out that the story has a happy ending.

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

Suggestions for adaptations for learning:

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 from retelling the story but changing the characters only.

Your notes for adaptation:

Ask children the questions below 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?

Elicit some feelings, and support with some additional examples. Add these to the story plan using emojis - see the model above. Children / adults might say for example

 excited, proud, pleased, joyful, awe-struck, thrilled, happy, sad, nervous, love, worried

Recap previous story shapes covered in previous writing units. Enlarge a copy of **Resource 6a**. Talk through the rise, fall, rise story shape. Explain that stories often have parts where things go up and feel exciting. Then, down when something goes wrong, and up again when it all works out.

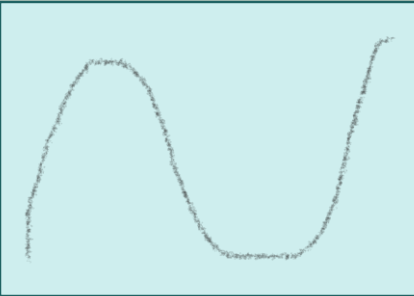
With the class, talk through how the events covered in the story plan can be transferred onto the story shape. Annotate and articulate your thoughts using **Resource 6a**.

 **Rise:** At the beginning, Julian sees beautiful mermaids on the train and he starts imagining himself as one. He feels happy and inspired because he loves the idea of being just like them. This is the exciting start where Julian's dream begins.

Fall: In the middle, Julian dresses up as a mermaid at home but he's afraid that his Nana will be cross. She looks surprised. Julian feels nervous. This is where the story feels a little sad.

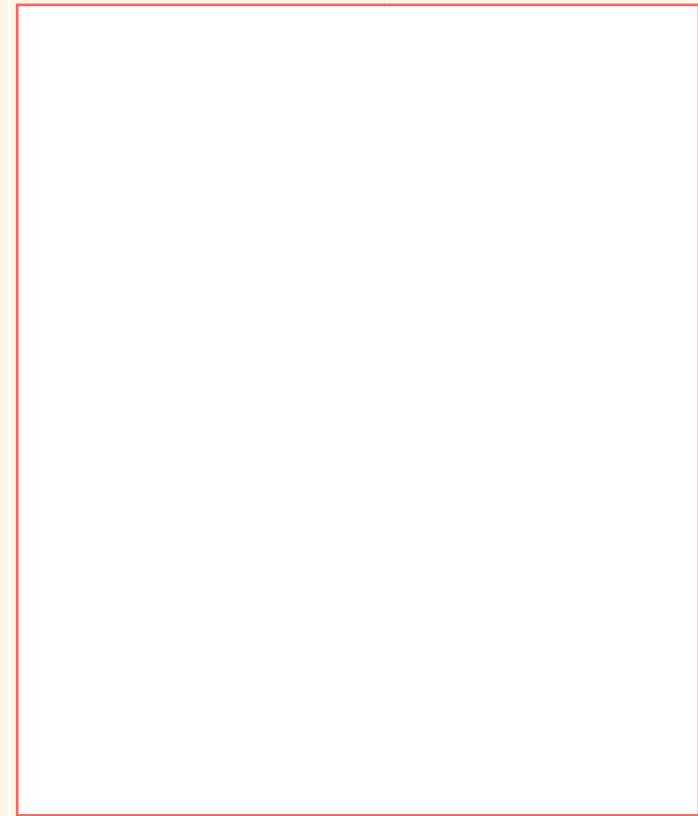
Rise again: In the end, Julian's Nana surprises him by giving him a necklace and taking him to a fun carnival parade full of other people dressed like mermaids. She shows she loves and supports him. This is a happy ending where Julian's feels like a real mermaid.

Rise, fall, rise: things get better, then worse but then better again



Scaffolds and resources:
Resource 6: Story shape template & model

Some children might benefit from planning though drawing instead of, or as well as, written notes



Main Activity: Allow children with plenty of time to discuss each stage of their story and illustrate key moments by drawing pictures on **Resource 6a**. This will help them visually represent and understand the structure of their own narrative. Children should be encouraged to create a story about whatever they want. It could be that they choose to align their ideas with one of the stories read, or about their own experience or ideas. Invite children to share their ideas with a partner or in small groups. Share your own ideas using **Resource 6b**.

Tell the children that they will be writing their own story 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.

Step 9

Learning Objective: Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary

Learning Outcome: A story plan based on ideas generated in the previous step.

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes for adaptation:

Recap learning from the previous step. Discuss your own story shape and invite children to share the ideas developed on their own rise-fall-rise story shape in pairs. Provide feedback and support so children can speak confidently about the structure of their story.

Provide children with **Resource 7**. 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. For example:



The beginning of my story starts with the rise. I'll introduce my reader to Priya. She loves playing at the park. This is a happy start and makes the reader feel interested in Priya and her playful world.

How does the beginning of your story start? Add this to your plan.

Main Activity: Give children time to transfer their ideas for the beginning of the story shape onto the story plan: see **Resource 7**. Refer to language generated during step 8 for children to consider how they would like their reader to feel e.g. happy.

Next, model how to transfer your ideas for the middle of your story from your story shape **Resource 6b** to your planning sheet. See **Resource 7a** for a completed plan. Provide plenty of opportunities for children to orally rehearse their ideas before writing.



The space adventure is exciting, but Priya becomes frightened that her mums will be upset about the mess she made. This is where my story starts to fall. My reader will feel scared for Priya

Tell me about your character's adventure? How do you want your reader to feel?

Give the children time discuss their ideas with their partner. Then, jot down notes for the middle of their story onto their plan using **Resource 7**.

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 from retelling the story but changing the characters only.

Once children are happy with the middle of their story, bring the class back together. Model how to jot down ideas for the ending of your story.



At the end of my story, Priya's mums aren't mad at all. They join her in the spaceship. They pretend to fly to the moon together. Now, my reader is relieved and happy.

What happens at the end of your story? How do you want your reader to feel?

Give the children time to plan their own ending using **Resource 7**.



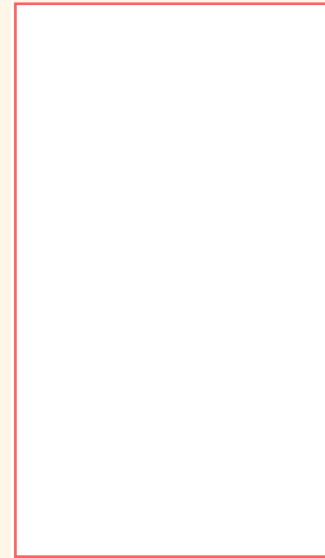
Allow time for children to share their story ideas with others, refining them as they go whilst providing adult feedback so children can confidently talk through their story with some detail.

Scaffolds and resources:

Resource 6: Story shape template & model

Resource 7: Planning template

Some children might benefit from planning through drawing instead of, or as well as, written notes



Step 10

Learning Objective: Encapsulate what they want to say, sentence by sentence. Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)

Learning Outcome: A story opening.

Route to Learning Outcome

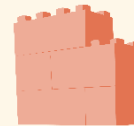
Tell the children that today they will be writing the beginning of their stories which they planned in the previous steps.

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. Support children by guiding them by asking questions e.g.:

Can you find where we learned about expanded noun phrases to describe Julian for our reader?



Take feedback as a class and form class success criterion* for the working wall. Use **Resource 8** as an example to build this criterion with the class. Remind children of just the opening of your own modelled story:



<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 write* the beginning of your own story (see **Resource 9**). Perhaps use the red-pencil technique* to show the children where the sentences start and end.

Suggestions for adaptations for learning:

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:

Resource 8: success criteria

Modelled story example – **Resource 9**
Some children will benefit from being provided with some images of their

Your notes for adaptation:

[1] A curious, imaginative girl named Priya is doing her favourite thing. **[2]** She's visiting the park. **[3]** She loves the roundabouts, the climbing wall and the skatepark. **[4]** The swings are the best 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 shorter 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 word **and**. I need to tell the reader that she loves the swings 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'.



chosen story events to support.

Main Activity: 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. Children should read their writing aloud to a peer to check that it makes sense. Have they missed a word out or need to add a word in so it makes sense? They can then be asked to consider proof-reading for specific errors to correct such as punctuation and / or spelling of words from the working wall. This process will need to be modelled by the teacher under the visualiser on a teacher's draft.

Step 11

Learning Objective: Encapsulate what they want to say, sentence by sentence. Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)

Learning Outcome: Draft the middle of a story.

Route to Learning Outcome

NB This step may take 2 timetabled lessons.

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.	Worried about the mess and waste.
	She's frightened that her mums will be cross with her for making a mess.	Scared for Priya.

Explain to the children that sound and other senses help make a story come alive. They will use this within the next part of their story. Instead of just saying how someone feels or what is happening, they can show it by describing what they hear, see, feel, smell, or even taste. Begin to model this:

Suggestions for adaptations for learning:

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 9**. Some children will benefit from being provided with some images of their chosen story events to support.

Your notes for adaptation:

Priya closes her eyes. She hears the whoosh of the wind. She's imagining that she's soaring up and up.

Instead of just saying the wind is blowing, I've described the 'whoosh' of the wind. This helps the reader hear the sound in their mind, just like Priya does. It makes the story more exciting and helps us picture her soaring higher and higher. It's like we're right there with her.

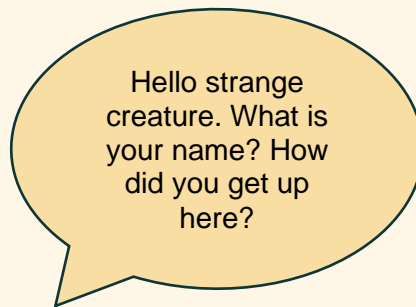
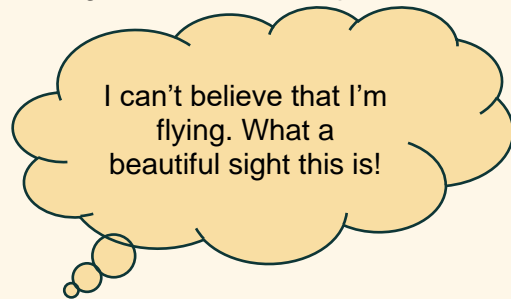
Close your eyes. What can you see, hear or feel?



Give children time to talk to their partner about what Priya might see, hear or how she feels. Take children's ideas. Then, use shared writing* to continue the next few lines.

Main Activity: Give children time to apply this new learning to their story. Use plenty of oral rehearsal before writing. They should describe what the character can hear, see or feel.

Bring the class back together. 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.



Priya can't wait to visit the park but her mums are busy working. She goes into the kitchen alone. She gathers pots, pans, dishes, cling film and tin foil. Priya feels just like an astronaut on a mission. She transforms her kitchen into a spaceship. She makes control panels from the pots, pans and tins. She creates a shiny, silver side from rolls of tin foil and cling film.

Priya loves her creation but she feels scared. What if her mums are cross with her for turning the kitchen into a space station? Her mums both walk in and look at each other.



Then allow time for editing. Children should read their writing aloud to a peer to check that it makes sense. Have they missed a word out or need to add a word in so it makes sense? They can then be asked to consider proof-reading for specific errors to correct such as punctuation and / or spelling of words from the working wall. This process will need to be modelled by the teacher under the visualiser on a teacher's draft.



Step 12

Learning Objective: Encapsulate what they want to say, sentence by sentence.

Learning Outcome: A story ending

Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes for adaptation:

In this step, 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 **Resource 7a** to demonstrate:

Ending of the story

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.



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 9**. Some children will benefit from being provided with some images of their chosen story events to support.

Use modelled and shared writing **Resource 9** to support:

They begin smiling and laughing because they feel excited too. They put on imaginary spacesuits and they join in with the space adventure. They all set off on a pretend journey to the moon. They are laughing as they pretend to float around. They are amazed by the imaginary stars. Priya isn't scared anymore. She's joyful.



Main Activity: Give children time to write the ending of their story. Allow time for them to read, enjoy and share their stories so far to a friend or / and an adult to check the story is structured in a way that could be understood by their intended audience.



Step 13

Learning Objective: Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)

Learning Outcome: Edit and proof-read their story


Route to Learning Outcome

Suggestions for adaptations for learning:

Your notes for adaptation:

NB: From your AfL, create a teacher model which exemplifies deliberate errors noticed in your children’s work.

Model editing your own teacher draft by using voice whispering to read through your writing. To do this, cover your ears or place your fingers in your ears and read your writing aloud in a whisper. Explain to the children that whispering or covering your ears helps to hear writing more clearly. As you read, pause after each sentence and make any changes to your writing based on what you notice or need as a reader. For example:

She gathers things [1]. > She gathers [2] pots, pans, dishes, cling film and tin foil. 



[1] *The reader doesn’t know what Priya is collecting. I need to list the items that Priya gathers from the kitchen so that my reader knows what she’s using to make her spaceship.*

[2] *Later in my writing, I’ve said that she uses pots, pans and tins. I also want to add dishes, cling film and tin foil. Have I used commas to separate the items?*

Stretch and challenge:


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

Adult support: Use a small, guided group to edit writing by picking only a few sentences to correct together.

Scaffolds and resources: Sound charts, phoneme frames and CEW list

Main Activity (1): Children should use voice whispering to read their writing to check happy with their own version and make edits where needed.

Model proof-reading your writing to ensure accurate sentence structure and demarcation. Use the ‘Guess What?’ strategy. Start by saying, ‘Guess what?’ and then read the sentence aloud. If the sentence makes sense in response to ‘Guess what?’, then it is a complete sentence. If it does not make sense, guide children to rephrase the sentence until it does. After rewriting, read it again to ensure it makes sense and is complete. For example:

[1] They begin smiling and laughing because **[2]** >
They begin smiling and laughing because **[3]** they are having fun. **[4]** 



[1] *Guess what? 'They begin smiling and laughing because'.*

[2] *This doesn't make sense in response to guess what. It's not a complete sentence. It feels unfinished.*

[3] *I need to say why they're smiling and laughing. It's because they feel excited too.*

[4] *Let me try that again to check my writing. Guess what? 'They begin smiling and laughing because they are having fun.' Now it makes sense and is complete.*


Main Activity (2): Give the children time to proof-read their own writing using this strategy. They should also be guided to check for capitalisation, correct punctuation, spelling or any specific errors. Continue to model each process under the visualiser on your teacher's draft. Encourage children to use the working wall* and success criteria pyramid. Small group conferencing or mixed attainment groupings can support with this process.



Step 14

Learning Objective: 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 for adaptation:
<p>Remind children of the beautiful illustrations in <i>Julian is A Mermaid</i> and <i>Splash, Anna Hibiscus!</i> (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.</p> <p>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).</p> <p>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.</p> <p>Focus on the size and having letters at appropriate height next to one another. Use AfL to revisit some letter formation.</p> <div data-bbox="56 869 1534 997" style="background-color: #e1f5fe; padding: 10px; border-radius: 10px;">  <p><i>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 my letter ‘g’ below the line? Yes, that looks fine.</i></p> </div> <p>Main Activity: 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.</p>	<p>Stretch and challenge: Encourage children with correct letter formation to begin to join some letters in line with school policy.</p> <p>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.</p> <p>Scaffolds and resources: Paper and art materials to publish their writing as they wish.</p>	

Step 15

Learning Objective: Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning Outcome: Read the final, published version of their story to their chosen audience.

Route to Learning Outcome	Suggestions for adaptations for learning:	Your notes for adaptation:
<p>During this step, children will share and celebrate their stories with their chosen audience.</p> <p>Give children a few tips on sharing their stories with others:</p> <div data-bbox="56 491 1487 628" style="background-color: #e1f5fe; padding: 10px; border-radius: 10px;">  <p>Remember to speak clearly so that your audience can hear your story. Use expression so that you bring the story to life. You should sound like a storyteller. Point to your illustrations to help tell the story.</p> </div> <p>Model what this should look like using your own version of the story (Resource 9).</p> <p>Pair up children with a partner to share their stories. This will help them build up their confidence before presenting this to their chosen audience. Encourage children to listen carefully and offer praise for use of fluency and intonation.</p> <div data-bbox="56 810 1487 909" style="background-color: #ffe0b2; padding: 10px; border-radius: 10px;">  <p>Praise: My favourite part was when you said... I liked it when you read...</p> </div> <p>Main Activity: Give children plenty of opportunities to practise reading their story aloud. Then, organise for them to share their stories with their chosen audience.</p> <p>You could also organise a pavement show* where children display their stories for everyone to see. This will allow them to celebrate their work and also enjoy each other’s creativity.</p>	<p>Stretch and challenge: Encourage children to create their own tips for a successful read of their story.</p> <p>Adult support: Children may choose to read to a familiar adult or friend they feel comfortable with rather than a wider audience. Alternatively, the adult could use assisted reading to support the child.</p> <p>Scaffolds and resources:</p> <p>Resource 9</p>	<div style="border: 1px solid red; height: 500px; width: 100%;"></div>

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.
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.
Pavement show	A pavement show is where the chn display their work in a large space, allowing room between the pieces for their peers to walk and see what each chd/grp has produced. This can be followed by feedback from groups or individuals.
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.
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.
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:

Julian is...

Julian has...

Julian loves...

I can see that Julian loves...

I can see that Julian likes ...

I can see that Julian is...

twirl

dance

swim

glide

soar

spin

whirl

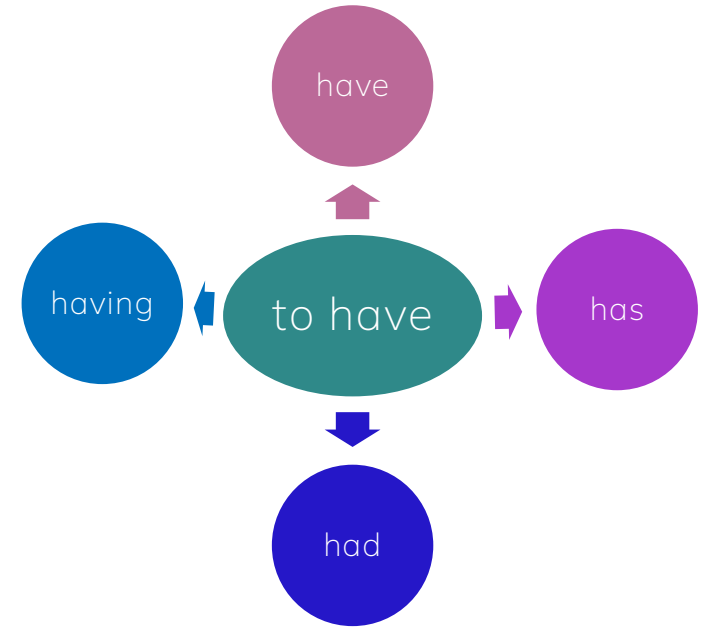
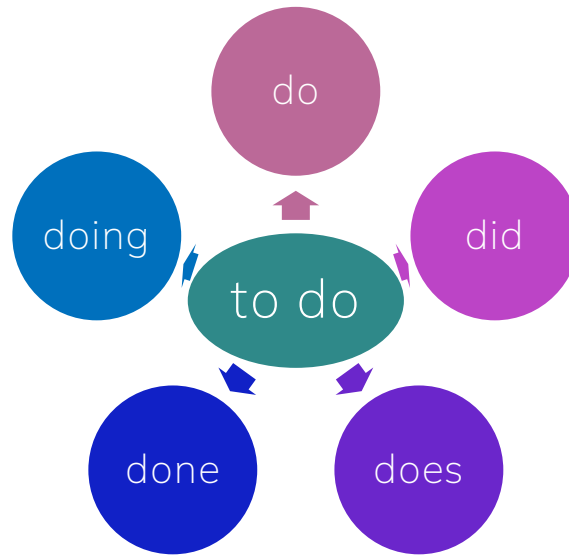
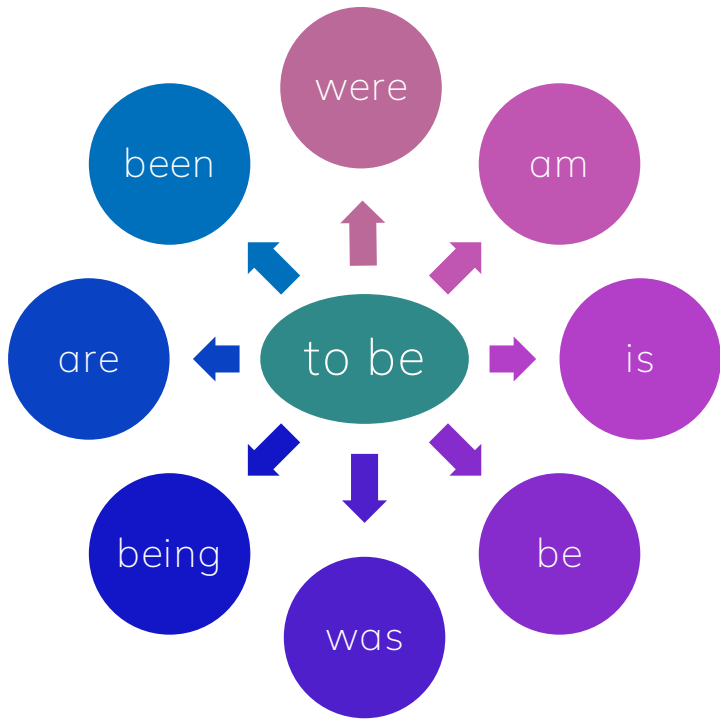
float

twist

zoom

play

move



am

+

verb with an -ing ending

is

+

verb with an -ing ending

are

+

verb with an -ing ending



I am	I'm
I have	I've
I will	I'll
You are	You're
You will	You'll
Cannot	Can't
Do not	Don't
She is	She's
Is not	Isn't
Insert	Insert

I have an idea.	I've got an idea
I will look beautiful.	
I hope they will not break.	
I wonder if she is cross with me	
I cannot wait to show Nana.	
You are going to love my outfit Nana.	
I do not think these will fit.	
They are going to look perfect together.	
She is not upset.	
I am feeling happy.	

I have an idea.	I <u>don't</u> think these will fit.
I will look beautiful.	<u>She's</u> not upset.
I hope they will not break.	<u>You're</u> going to love my outfit Nana.
I wonder if she is cross with me.	I <u>can't</u> wait to show Nana.
I cannot wait to show Nana.	I'm feeling happy.
You are going to love my outfit Nana.	<u>I'll</u> look beautiful.
I do not think these will fit.	<u>I've</u> got an idea.
They are going to look perfect together.	I hope <u>they'll</u> not break.
She is not upset.	<u>They're</u> going to look perfect together.
I am feeling happy.	I wonder if <u>she's</u> cross with me.



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

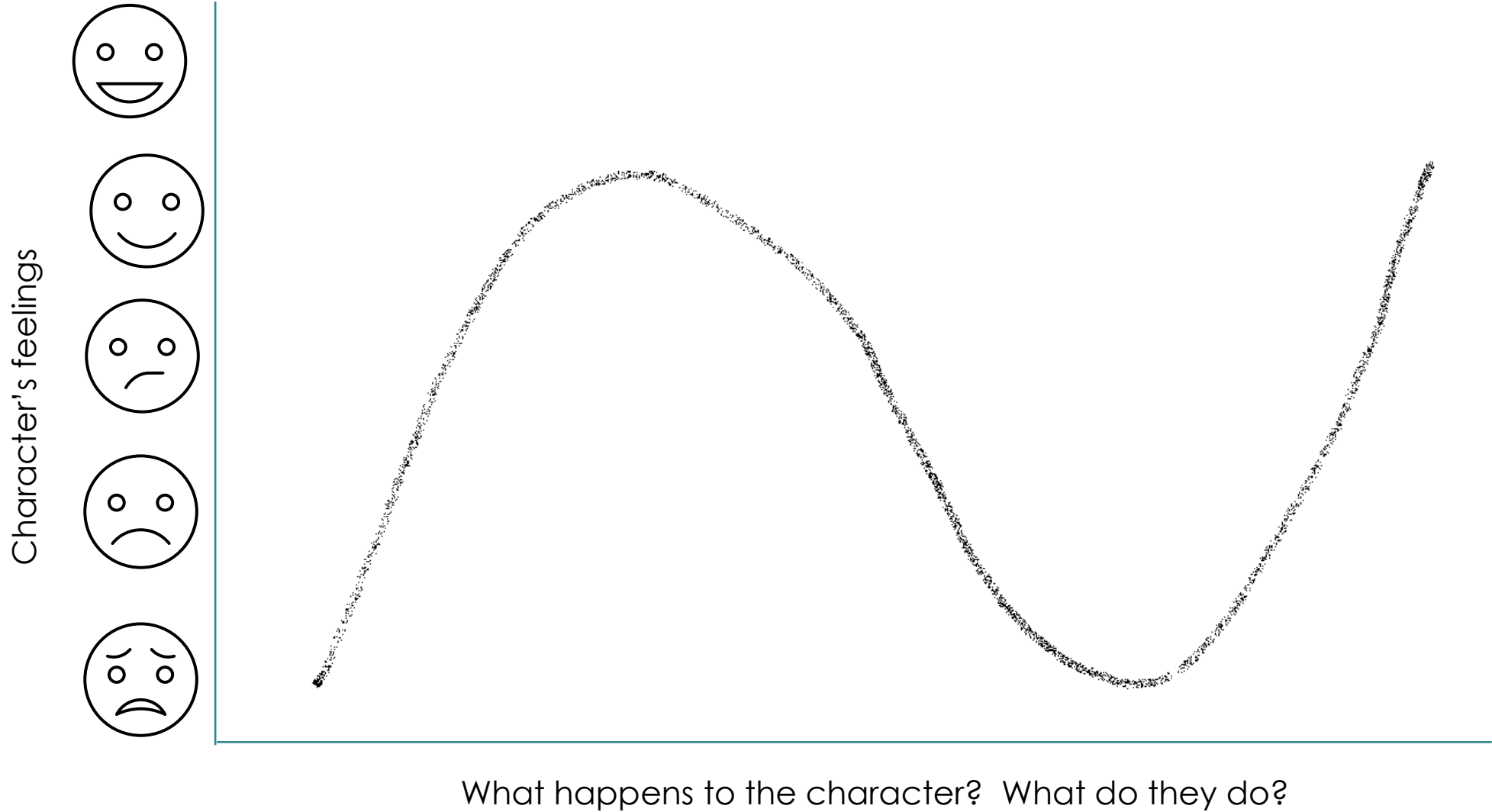
when

if

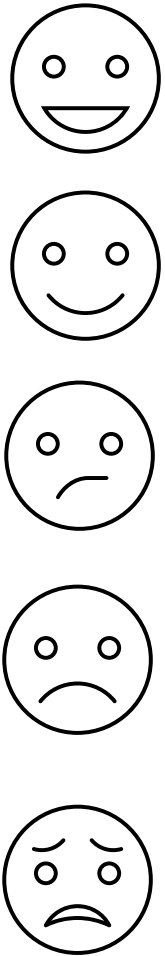
that

because

while



Priya's feelings



Rise: The story starts by introducing Priya and her love for playing at the park. Priya imagines soaring into space and builds a spaceship in her kitchen. This is a happy start.

Fall: The space adventure is exciting but Priya becomes frightened that her mums will be upset about the mess she made.

Rise: Priya's mums are not angry but instead join in her imaginative play. Priya is relieved. They all pretend to go to the moon together. Everyone is happy and **joyful**.

What happens to Priya? What does she do?

<u>Beginning of the story</u> Meet the main character and find out what they like	<u>My story</u>	<u>How I want my reader to feel</u>
<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		

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

Vocabulary and spellings

I am writing...

It is for...

Vocabulary and spellings

My reader will...

I will use...

Examples

Vocabulary and spellings

clothes
water
glances

I am writing **to entertain**

It is for **classmates**



Vocabulary and spellings

beautiful
because
through

My reader will...

Build a picture in their mind by using the description

Know what the character is thinking or feeling, and how they behave

Be able to follow the story

I will use...

Expanded noun phrases

Effective verbs

Sound and senses

Present tense and progressive tense to bring the action to life

speech bubbles to let characters talk and show the reader what they are thinking, feeling or doing

Contractions so the characters speak in a friendly way

Conjunction to understand how ideas are connected

Examples

Wispy ferns,
colourful
petals, bright
red lipstick

Spins, whirls, whoosh
soars, floats,
twirls, dances,
swims, glides

Julian smiles.
He swims
She is smiling
Julian is gliding.
They are running.

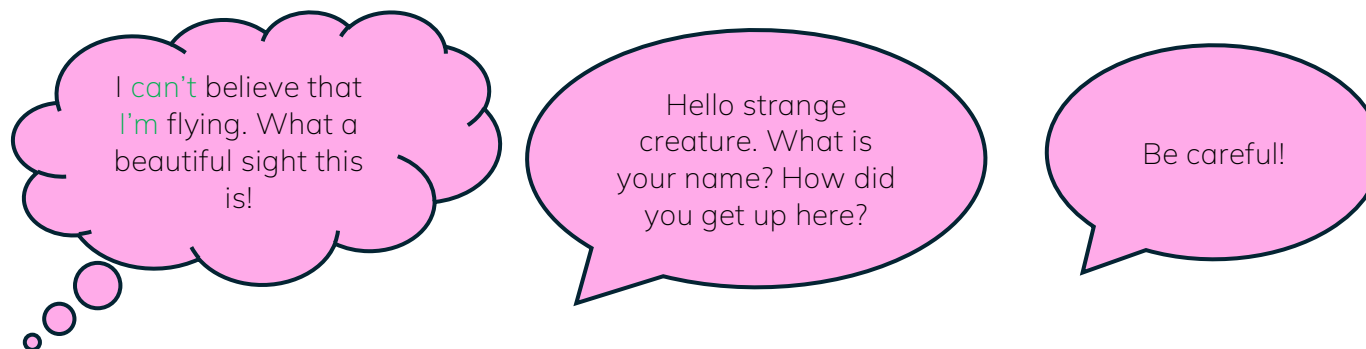
Hello strange creature.

I'm, won't, can't, isn't, let's,
shouldn't, can't,

Or, and, but,
when, if, that,
because, while

A **curious, imaginative** girl named Priya is doing her favourite thing. **She's** visiting the nearby park. **She loves the roundabouts, the climbing wall and the skatepark.** The swings are the best **and** she plays on them nonstop.

Priya closes her eyes. **She hears the whoosh of the wind.** **She's** imagining that **she's** soaring up and up. **She's** higher than the **tallest trees and** she flies into space! She sees **friendly, green aliens** float past.



Priya can't wait to visit the park but her mums are busy working. Priya goes into the kitchen alone. She gathers **pots, pans, dishes, cling film** and tin foil. Priya feels just like an astronaut on a mission. She transforms her kitchen into a spaceship. She makes control panels from the **pots, pans and tins.** She creates a **shiny, silver side** from rolls of tin foil and cling film.

Priya loves her creation **but** she feels scared. What if her mums are cross with her for turning the kitchen into a space station? Her mums both walk in **and** look at each other.

They begin smiling and laughing **because** they feel excited too. They put on imaginary spacesuits **and** they join in with the space adventure. They all set off on a pretend journey to the moon. **They are laughing as** they pretend to float around. They are amazed by the imaginary stars. Priya isn't scared anymore. She's joyful.

Apostrophes to show the reader where letters are missing when two words are joined together.

Commas to separate items in a list.

Conjunctions to join sentences together or to add extra information to the main clause

Adjectives to describe a noun (expanded noun phrases)

Speech bubbles let characters talk and this shows the reader more about the character

Use of sound and other senses to develop clear picture for reader to develop mood