

## KS3 English -Letters -Journeys

<p>Subject curriculum intent:</p>	<p>Students will use <b>speaking and listening, reading and listening skills</b> in every lesson.            Students will discuss the key events and characters; and use role play / hot seating to explore key events and characters            Students will identify and use features that writers use to engage and interest the reader (language, structure and form e.g. emotive language, capital letters and exclamation and question marks). They will engage in detailed character /setting studies; and sequence texts in which events are logical            Students will identify and use dialogue and speech marks;.            Students will create and shape their own texts, write texts linked to a book, and organise information following the structure of a story.            Students will develop understanding of spelling, punctuation and grammar.</p>
<p>Intent for this topic:</p>	<p>Students will revisit and build upon skills and knowledge developed in studying the fiction texts <i>The Twits</i> and <i>Goodnight Mr Tom</i>. They will use knowledge and skills developed around setting and character descriptions and apply them in the context of a letter.            In this unit students will experience and explore a narrative related to anxiety and alienation associated with immigration and will examine the reasons why people migrate. Students will sequence key events using lists, maps and storyboards and describe the key characters with reference to the text. Students will learn the structure and features of a letter. Students will learn how to plan, write, edit and proof read their own text in the style of a letter related to immigration..</p> <p><b><u>Key Features of Text Type</u></b></p> <p>Audience - Someone who wants to know what happened, where the writer is and how they are feeling.            Purpose - To retell a real of fictional event in an interesting and engaging way.            Typical structure -</p> <ul style="list-style-type: none"> <li>• A beginning, middle and end in chronological order</li> <li>• Opening paragraph to hook the reader poss incl Who? What? Where? Why? When?</li> </ul> <p>Typical language features -</p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Time sentence signposts</li> <li>• Specific and descriptive</li> <li>• Direct Speech</li> </ul> <p><b><u>Suggested Texts:</u></b>  <i>The Arrival</i>, <i>Shaun Tan</i>; <i>The Journey</i>, <i>Francesca Sanna</i>; <i>A Different Pond</i>, <i>Bao Phi</i></p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited:            Opening, closing, sequence, author, plot, beginning, build up, conflict (problem), resolution, end, conclusion, character, feelings, emotions, personality, motives, appearance, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure            Topic specific vocabulary:            Letter, dear, yours faithfully/sincerely / lovingly, last week/month/year/yesterday, first, next, then, after that, migration, immigration, asylum, political refugee, immigration control / checks, physical / medical examination, alien, traumatic, departure, arrival, discrimination, diverse,</p>
<p>Links to other subjects:</p>	<p>Geography / History- Displacement of people            PSHE - Diversity , prejudice and discrimination            ICT - Researching information about topics, drafting, editing and presenting written work.  <b>RRS Articles:</b> This unit of work is linked to <b>Articles 29</b> of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	<p>Cold Task / Have a Go Task on a familiar subject</p> <p>Use an interesting stimulus/ starting point with minimal teaching and students to write a letter</p> <p>Immersion - explore a range of texts related to immigration and a range of letters</p> <p>Tuning into the subject - identify technical language and definitions - matching games</p> <p>Signposts &amp; generalisers - join two sort sentences with different conjunctions, add on extra facts using additionally, moreover, furthermore etc, select the correct generaliser the majority, most, some etc</p> <p>Power of 3 - use 3 phrases or words to describe.</p> <p>Role play - interview a character</p> <p>Introduce model letter- story map and learn text.</p> <p>Box up model text, sequence the text -</p> <p>-Intro /what it is - hook in the reader - power of 3</p> <p>-Sequence information: Who? What? Where? Why? When? Time sentence signposts</p> <p>-Conclusion</p> <p>Use Narrative Therapy &amp; Colourful Semantics to learn model text</p>
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	<p>Students identify and arrange key features of a letter</p> <p>Students explore structure of a letter</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Box up text - Intro: Who? What? Where? Why? When?, ? Time sentence signposts -Conclusion</p> <p>Students begin to add new detail to letter</p> <p>Use Narrative Therapy &amp; Colourful Semantics to revise model text</p> <p>Play alternative word games eg scared, terrified, petrified etc</p> <p>Shared writing to improve text</p> <p>Use Narrative Therapy &amp; Colourful Semantics to innovate model text</p>
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	<p>Students use structure of a letter</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing</p> <p>Box up text -</p> <p>Students to plan information, present it logically and box it up</p> <p>Students to hook the reader with interesting/ emotive detail</p> <p>Students to use time sentence signposts</p> <p>Students use generalisers and language of comparison.</p> <p>Students vary sentence length for emphasis.</p> <p>Use Narrative Therapy &amp; Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt -</p> <p>An independent task on a similar type of writing</p> <p>Use Narrative Therapy &amp; Colourful Semantics to plan new text</p>

	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
<b>Key Learning Theme: Journeys &amp; travel: informal letter writing</b>					
<p><b><u>Subject specific knowledge</u></b></p> <p>Speaking and Listening</p>	<p><u>Students know</u> between 10 and 50 single words related to journeys, travel and emotions.</p> <p><u>Students know</u> at least 50 words, including the names of familiar objects related to travel, journeys and emotions.</p> <p><u>Students know</u> how to listen, attend to and follow stories about journeys and travel for a short length of time.</p>	<p><u>Students know</u> three or four key words, signs or symbols to communicate emotions or information about journeys and travel.</p> <p><u>Students know</u> the meaning of questions why and how and how to respond appropriately.</p>	<p><u>Students know</u> the meanings and sounds of new words related to travel, journeys and emotions.</p> <p><u>Students know</u> words related to travel, journeys and emotions in different contexts</p>	<p><u>Students know</u> how to make links between accounts of others' experiences and their own experiences.</p> <p><u>Students know</u> how to use the past tense and time connectives to talk to another person about an event in the past.</p>	<p><u>Students know</u> imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p> <p><u>Students know</u> how to use talk to organise roles and action in role playing journeys.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>Speaking and listening</u></b></p>	<p><u>Students are able to</u> combine two key ideas or concepts about journeys and travel.</p> <p><u>Students are able to</u> combine single words, signs or symbols to communicate about journeys.</p> <p><u>Students are able to</u> respond appropriately to questions about travel journeys and emotions.</p> <p><u>Students are able to</u> respond to others in group discussions and role play.</p>	<p><u>Students are able to</u> initiate and maintain short conversations about journeys, travel and emotions.</p> <p><u>Students are able to</u> use phrases with up to three or four key words, signs or symbols to communicate emotions or information about journeys and travel.</p> <p><u>Students are able to</u> attend to, and respond to, questions from adults and their peers about their experiences related to travel and journeys.</p> <p><u>Students are able to</u> take part in role play about journeys with confidence.</p>	<p><u>Students are able to</u> interpret texts about journeys and communicate emotions by reading aloud with some variety in pace and emphasis.</p> <p><u>Students are able to</u> listen to and follow instructions accurately, asking for help and clarification if necessary.</p> <p><u>Students are able to</u> listen to others' accounts and experiences of travel and journeys respond appropriately.</p> <p>In discussions about journeys, travel and emotions, <u>students are able to</u> take turns to</p>	<p><u>Students are able to</u> explain ideas and processes related to travel using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p> <p><u>Students are able to</u> listen to others' recounts of their travel experiences and respond appropriately.</p> <p><u>Students are able to</u> ask questions about other people's journeys and offer own contribution of a similar experience.</p> <p><u>Students are able to</u> work with a partner to tell key information to others in the group.</p>	<p><u>Students are able to</u> explain the sequence of events in a journey, including relevant detail, and effectively conclude the sequence.</p> <p><u>Students are able to</u> recount a journey which has been notable.</p> <p><u>Students are able to</u> retell stories or events in an engaging and confident way.</p> <p>In group discussions about journeys, <u>students are able to</u> actively include and respond to all members of the group.</p>

		<p><u>Students are able to</u> listen attentively to discussions about journeys and travel.</p>	<p>Speak, listen to others' suggestions and talk about what they are going to do.</p> <p>In discussions about journeys, travel and emotions, <u>students are able to</u> ask and answer questions, make relevant contributions, offer suggestions and take turns.</p> <p>Students <u>are able to</u> use talk to organise, sequence and clarify thinking, ideas, feelings and events related to journeys and travel.</p>		
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<p><b><u>Suggested teaching activities</u></b> <b><u>How should I teach this?</u></b></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively. How to respond to others appropriately.</p>	<ul style="list-style-type: none"> <li>• Watch videos / clips of a famous journey <ul style="list-style-type: none"> <li>➢ Sequence / storyboard key events</li> <li>➢ Role play</li> </ul> </li> <li>• Newspaper/TV interviews / hot seat key figures <ul style="list-style-type: none"> <li>➢ Record quotes</li> <li>➢ Develop understanding of character, personality and significant events</li> <li>➢ Use radio / ICT recording equipment</li> </ul> </li> <li>• Role play significant events <ul style="list-style-type: none"> <li>➢ Focus on characterisation, voice, facial expressions and body language</li> </ul> </li> <li>• Recreate key events using Puppet Pals</li> </ul>				
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<b>Key Learning Theme: Journeys &amp; travel: informal letter writing</b>					
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>Reading</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><u>Students know</u> a few words, symbols or pictures associated with travel and emotions.</p> <p><u>Students know</u> a small number of words or symbols linked to a familiar vocabulary associated with travel and emotions.</p>	<p><u>Students know</u> that words, symbols and pictures of key words associated with travel and emotions.</p> <p><u>Students know</u> a growing number of words or symbols, associated with travel and emotions.</p> <p><u>Students know</u> at least half the letters of the</p>	<p><u>Students know</u> alternative spellings and alternative ways of pronouncing the graphemes already taught.</p> <p><u>Students know</u> an increasing number of familiar high frequency words by sight.</p>	<p><u>Students know</u> how letters, diaries and emails are organised and set out and name certain elements: e.g. address, date, signature.</p>	<p><u>Students know</u> that items are grouped into paragraphs, according to time elements as well as subject.</p> <p><u>Students know</u> how to tackle unfamiliar words that are not completely decodable.</p> <p><u>Students know</u> some less common alternative</p>

	<p><u>Students know</u> a few words, symbols or pictures associated with travel and emotions.</p>	<p>alphabet by shape, name or sound.</p>	<p><u>Students know</u> how to identify the constituent parts of two-syllable and three-syllable words.</p> <p><u>Students know</u> common inflections in spelling, such as plurals, -ly, -er.</p> <p><u>Students know</u> the main elements that shape letters, diaries and emails.</p> <p><u>Students know</u> that recounts are non-fiction texts and the different purposes of letters, diaries and emails</p>		<p>graphemes including trigraphs.</p> <p><u>Students know</u> high and medium frequency words.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><u>Students are able to</u> listen and respond to familiar stories.</p> <p><u>Students are able to</u> look at books about places, personalities and events that they can recognise from public life.</p>	<p><u>Students are able to</u> show an interest in the activity of reading.</p> <p><u>Students are able to</u> predict elements of a recount.</p> <p><u>Students are able to</u> look at images and words connected to different public personalities, places and events.</p> <p><u>Students are able to</u> read with an adult simple stories about journeys in book and text form.</p>	<p><u>Students are able to</u> use alternative ways of spelling and pronouncing the graphemes already taught.</p> <p><u>Students are able to</u> apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p> <p><u>Students are able to</u> read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words.</p>	<p><u>Students are able to</u> explain organisational features of letters, diaries and emails.</p> <p><u>Students are able to</u> write in sentences, including one idea per sentence.</p> <p><u>Students are able to</u> explain their reactions to images, letters, diaries and emails, commenting on important aspects.</p>	<p><u>Students are able to</u> identify how letters, diaries and emails are organised differently to other texts.</p> <p><u>Students are able to</u> identify features that writers of letters, diaries and emails use to provoke readers' reactions.</p> <p><u>Students are able to</u> read independently and with increasing fluency longer and less familiar texts.</p> <p><u>Students are able to</u> spell with increasing accuracy and confidence, drawing on word recognition and</p>

			<p><u>Students are able to</u> read phonically decodable two-syllable and three-syllable words associated with travel and emotions.</p> <p><u>Students are able to</u> find specific information in simple texts, eg who the recount is about, where and when it took place.</p>	<p>knowledge of word structure, and spelling patterns.</p>
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<p><b>Suggested teaching activities</b>  <b>How should I teach this?</b>  <b>Reading</b>          How to infer.          How to understand how language is used.          How to understand how structure is used.          How to compare.</p>	<ul style="list-style-type: none"> <li>• <u>Guided reading sessions using texts /sensory story linked to the topic</u> <ul style="list-style-type: none"> <li>➢ Discussing the text</li> <li>➢ Responding to the text verbally and through comprehension activities</li> </ul> </li> <li>• Read primary and secondary sources           <ul style="list-style-type: none"> <li>➢ Identify key information / key words</li> <li>➢ Make inferences and deductions</li> </ul> </li> <li>• Read a variety of non-fiction texts, identify features and answer comprehension questions.</li> <li>• Read / listen to and extract information from an interview with a key figure.</li> </ul>
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<b>Key Learning Theme: Writing</b>					
<p><b>Subject specific knowledge</b>   <b>What do pupils need to know?</b>   <b>Writing</b></p>	<p><u>Students know</u> that they understand that marks and symbols convey meaning.</p> <p><u>Students know</u> that marks or symbols are associated with their own name or familiar spoken words, actions, images or events</p>	<p><u>Students know</u> that writing can have a range of purposes.</p> <p><u>Students know</u> how a text is arranged on the page.</p>	<p><u>Students know</u> how to use the space bar and keyboard to type their name and simple texts.</p>	<p><u>Students know</u> some adventurous word and language choices appropriate to the style and purpose of an informal letter, diary or an email.</p> <p><u>Students know</u> that they need the "who, where,</p>	<p><u>Students know</u> a range of technical and descriptive vocabulary related to travel and emotions.</p> <p><u>Students know</u> how to describe sights, smells, feelings, touch, taste.</p>

				when, what, how, why" in their planning and in their letters, diaries and emails.	
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><u>Students are able to</u> produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events.</p> <p><u>Students are able to</u> trace, overwrite or copy shapes and straight line patterns.</p> <p><u>Students are able to</u> create a text about a famous journey, using photos and some keywords.</p>	<p><u>Students are able to</u> produce or write their name in letters or symbols.</p> <p><u>Students are able to</u> copy letter forms and pictures or symbols related to the text.</p> <p><u>Students are able to</u> group letters and leave spaces between them as though they are writing separate words.</p> <p><u>Students are able to</u> use a range of images and key words to create a text about travel and emotions.</p> <p><u>Students are able to</u> organise photos and words on a page about travel and journeys.</p>	<p><u>Students are able to</u> spell phonically decodable two-syllable and three-syllable words.</p> <p><u>Students are able to</u> use knowledge of common inflections in spelling, such as plurals, -ly, -er.</p> <p><u>Students are able to</u> segment sounds into their constituent phonemes in order to spell them correctly.</p> <p><u>Students are able to</u> independently choose what to write in a letter related to travel, they plan and follow it through.</p> <p><u>Students are able to</u> convey information and ideas in an informal letter.</p> <p><u>Students are able to</u> create short simple letters or emails on paper and on screen that combine words with images and sounds.</p> <p><u>Students are able to</u> write a chronological letter, diary or email home from their travels using simple structures.</p>	<p><u>Students are able to</u> select from different presentational features to suit writing a letter, diary or email on paper and on screen.</p> <p><u>Students are able to</u> draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p><u>Students are able to</u> include interesting details in their informal letters, diaries or emails.</p> <p><u>Students are able to</u> use planning to establish clear sections for writing a letter, diary or email.</p>	<p><u>Students are able to</u> make decisions about form and purpose of writing a letter, dairy or email, identify success criteria and use them to evaluate their writing.</p> <p><u>Students are able to</u> write a non-narrative texts using the structure of an informal letter, diary or email. Students use layout, format, graphics and illustrations in letters, diaries and emails.</p> <p><u>Students are able to</u> use detail when writing letters, diaries and emails.</p>

Students are able to group written sentences together in chunks of meaning or subject.

**Writing**

How to plan for letter/diary/email.  
What good looks like: appropriate form, language and structure.  
How to edit.  
How to proof read.

- Writing non-fiction
  - Recount, diary, letter, email
  - direct / indirect quotes
  - past tense and first and second person
  - time connectives
- Creative writing linked to the topic
  - Writing a story
  - Setting description
  - Writing alternate endings
  - Writing diary accounts
  - Writing about a journey of their own

**Online resources**

Espresso - Journeys eg Journey to the Coast, A Journey into Space, A Train Journey  
Shaun Tan The Arrival Animation on Vimeo  
<http://www.shauntan.net/books/the-arrival.html>

**Evidencing Work**

Photographic & video evidence  
Talk for writing worksheets  
Phonics worksheets  
Guiding reading records