



A Writing Root for Beegu by Alexis Deacon



Literary Theme: Similarities & differences
Alternative Literary Theme(s): Sharing & caring (R/1); Similarities & differences (1/2)

Recommended Age: Y1

Text(s): Beegu by Alexis Deacon

Duration: 2 weeks, 10 sessions

Outcomes: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report
Main outcome: Own version 'alien' narrative

Overview and outcomes: This two-week Writing Root opens with the teacher informing the children that a friendly alien is on the loose somewhere in the local vicinity and needs our help. Children describe the alien before writing letters of advice. The teacher also explains that the alien is learning English and speaks in words which are close in sound to the English words. Children have to work out which words the alien could mean and write an alien dictionary. Children make sock puppets of their own alien and write reports on these before writing their own narrative based on the story shape of Beegu.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs
- Read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading
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- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognising simple recurring literary language in stories and poetry (Y2)
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (Y2)



Writing Transcription (Spelling and Handwriting)

- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2)

Writing (Composition)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
- Writing poetry (Y2)
- Planning or saying out loud what they are going to write about (Y2)
- Writing down ideas and/or key words, including new vocabulary (Y2)

Vocabulary, Grammar & Punctuation

- How words can combine to make sentences
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) To ask a range of questions to investigate	I can use a question mark I can use the 'wh' grapheme I can make predictions	Something strange in the playground: Have some boxes in the playground with some tarpaulin over them. Also place hazard tape around the crash site and have some yellow footprints leading away from the site into the grass. Perhaps have some yellow fluff too. Explain to children that last night something strange has landed in the playground and the class needs to go out and investigate. Model writing a question before going out and if possible, children take clipboards and record questions and what they notice. <i>What could it be? Could it be a spaceship? What are the yellow marks? Where could the alien have gone? What do you think the alien looks like? What are the clues that you can find?</i>	Cones Hazard Tape Tarpaulin Boxes Clipboards Talk to the Hand resource	Talk to the hand: When children come back to class, show them a question mark and ask if they can think of any questions to ask about the alien. Use talk to the hand (attached) to support. Children write a range of questions around a picture of the crash site. Focus on finger spaces and 'wh' words to start questions	Challenge children to make predictions about what they think the mystery object could be.
2) To use adjectives to describe	I can use a range of adjectives I can name parts of Beegu's body I can use the conjunction and	Sounding out (vocabulary drop): Give children some body-related vocabulary on post-its and see if they can read and stick to the relevant part of their body – ear, hair, eyes, arms, hands, legs, nose and skin. Recap on last lesson and what dramatic event happened in the playground yesterday. Have some yellow footprints in the school which children can discover. Record a video of the Head Teacher (or member of SLT) to show the children on the IWB explaining that a friendly alien has landed in the school and that we have to be on the lookout for it. We know that its name is Beegu. Explain that the school cameras have caught glimpses of the alien, but it is really hard to make these pictures out.	Beegu Jigsaw Post-its Role on the wall	Shared writing: Show children an image of Beegu. Identify Beegu's body parts and label them with the vocabulary from the vocabulary drop. Model writing the sentence: <i>Beegu has a round nose. Beegu has long ears. Beegu has three eyes.</i> Role on the wall: Children write a description of the alien using role on the wall (attached). Make sure that there is editing within the shared write e.g. "Is there another word we could use instead of repeating Beegu's name?"	Challenge children by asking: <i>does the alien look dangerous? Does the alien look happy?</i> Some children may be able to use the conjunction but to contrast adjectives. <i>The alien looks friendly but also lost.</i>

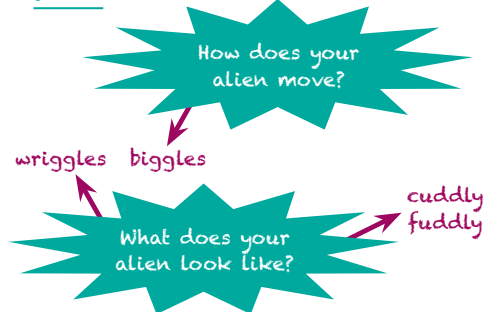


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
3) To write command sentences to make a poster	I can start a sentence with an imperative (bossy) verb I can use a capital letter and full stop I can use the conjunction and	Mime that verb: Have some actions on cards such as <i>brush teeth, stroke fur, wash hair, take a shower, put on clothes, have a haircut...</i> choose a card and mime in front of the class, can they guess which action you are performing? Explain to the children that the alien is friendly and we are beginning to get worried about him/her. Ask the children how we can look after this lost alien. <i>If we see the alien in the playground, how can we look after it? How can we make him/her feel welcome and help him/her feel at home?</i> Elicit from children verbs and write them on the board: <i>wash, clean, play, chat, brush, stroke</i> etc. What kind of words are these? Explain that they are imperative verbs (sometimes also known as bossy verbs) and we use these to give instructions.		How to look after a cute alien: If children or staff find the alien, we need to tell them what to do. It's important that anyone who sees doesn't get scared as we know the alien is friendly. Model writing some commands: <i>Don't be scared. Keep calm. Play with Beegu. Chat to Beegu. Brush Beegu's teeth.</i> Write these up as posters that can be displayed around the school as well as stuck in children's books. Can children combine some of these sentences with the conjunction <i>and</i>? <i>Don't be scared and stay calm.</i>	Explain to children that there is a story about Beegu. Read up to 'Some wouldn't even stay still to listen.'
4) To use command sentences to give advice	I can use a range of verbs I can structure my letter correctly I can use the conjunction and	Read the book from start again, up to, 'She needed to find some friends.' As you are reading, have a letter fall out from Beegu (attached). Explain that she is still learning English so some of the words are jumbled. <i>Can children read the words and guess the meaning?</i> We have to write a reply to Beegu. Model using command sentences from session 3 in a letter: <i>Dear Beegu,</i> <i>Sorry to hear that you are lonely. Here is some advice for you. Don't be scared and stay calm. Be careful and talk to a teacher.</i>	Letter	Children write a letter to Beegu. Use this as an opportunity to do some instant publishing using fancy letter paper and envelopes.	Can children use the conjunction <i>and</i> to link commands together? Can they use the conjunction <i>but</i> to contrast pieces of advice? <i>Talk to a teacher but don't talk to strangers.</i>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) To use my phonics to create a silly poem	I can segment and blend words I can match rhyming words I can use the conjunction but	At this point in the sequence, 'discover' Beegu hiding in the classroom cupboard (this can be done using a cut-out or preferably by making a simple 'Beegu' puppet.) Along with Beegu puppet, also find the text and read up to 'no one seemed to understand her'. Explain that Beegu is lost and, before we take her to the police, we should try to talk to her and help her find her way back. Explain that you have been talking to Beegu, and she can only speak in 'Robot Talk', e.g. b-i-g (phonic segmenting) and the children will have to try to blend the words she says to make sense. Many of the words she uses are 'nonsense'. Beegu says words like: <i>splag, jike, strum, like, flape, came, sprune, tail</i>. Explain that Beegu's nonsense words are really similar to real words e.g. <i>jike/bike</i>...	Rhyming nonsense words on cards	Differentiate words according to ability levels of the children but focus on 2 and 3 adjacent consonants and long vowel phonemes, particularly with split digraphs). Initially, sort words into 'real' and 'nonsense' on evidence wall. Ask children (and model where necessary) using real words in sentences to reinforce context. Children to become word detectives. For each non-sense word, think of a real word that 'rhymes' with it, e.g. <i>splag, flag</i>. Shared writing: Create a simple rhyming poem, e.g. <i>She showed us a splag, But we think she meant flag. She told us a loke, But we think she meant joke.</i> Children to create their own simple rhyming couplets on sentence strips, working in mixed ability pairs. Consider using the following words: <i>splag/flag, jike/bike, strum/drum, flape/cape, sprune/tune, loke/joke, tream/cream</i>	Children perform their poems to the rest of the class.
6) To use my phonics to create a Beegu dictionary	I can segment and blend words I can match rhyming words I can write simple definitions	Look again at nonsense words from previous lesson. Remind children that we will need a dictionary to understand Beegu. Shared writing: Model, with suggestions from children, creating a dictionary using nonsense words spoken by Beegu. Model using the first letter to identify where the word should go in our Beegu Dictionary and write definitions using simple rhyming words, e.g. <i>vlate/mate</i> Continue to ask the children to listen to words from Beegu, e.g. <i>vlate, strim, brage</i>.	Nonsense words on cards	Children create their own Beegu dictionary with nonsense Beegu words and their simple rhyming definitions. More able children can write definitions in sentences, e.g.: <i>brage</i> <i>page - a part of a book</i>	Children can then go on to publish books to share with others in the school.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
7) To use the -ing suffix to create adjectives	I can use a range of adjectives I can use the -ing suffix I can use the pronoun she	Matching: Show children pictures of the five senses and see if they can match them to the words. Read the book to the sentence, "But not everyone thought so..." As Beegu wanders around the city, what sounds do you think she hears? Elicit some sounds and play children some sound effects e.g. phone ringing, traffic, cars honking, children playing, busy crowds, trains... Soundscapes: Show children the -ing suffix and see if they can create some adjectives to describe the sounds. Model writing: <i>Beegu heard the chatting crowds. She saw the playing children.</i>	Pictures of five senses	Children create a soundscape of the city and write out this part of the story.	Children read out their word to celebrate.
8) To use a range of adjectives to describe	I can describe what an alien looks like I can describe how an alien moves I can segment using phonics	Explain that, now that we can understand Beegu, she is going to need some friends to play with. This can be linked to DT project of designing and making simple sock puppets. Having created a simple alien puppet, explain that we will need to name our aliens. Model selecting phonemes (using magnetic graphemes from phase 5) to create an alien name and descriptions. 	Alien puppets, subheadings for descriptions	Children begin by creating an alien name for their puppet, using magnetic phase 5 graphemes. Children go on to use the same subheadings from modelled session to add information about their own alien, writing the alien's name in the middle of the sheet. Ensure children are given access to additional descriptive vocabulary. <u>Slive</u> 	Children to share their puppets and words with class, identifying one way their alien moves, looks, eats etc.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
9) To use questions and statements to write a profile about an alien	I can write questions I can write statements I can use conjunctions	Explain that we are going to write up a profile about our own alien before writing a story. Shared writing: Referring to vocabulary from yesterday, write the first section of the report, <u>What does an alien eat?</u> <i>My alien eats cheese and peas. How delicious! He eats chips and dips.</i>	Profiles/ pamphlets	Give children pictures of their alien sock puppet. Children write up a profile of their alien using the subheadings from yesterday's lesson.	Children share their reports.
10+) To write my own version of a narrative	I can write parts of a story I can use a range of adjective I can use a range of verbs	Allow children time to think about their own story. Remind children of what happens in Beegu. Show children some key pictures from Beegu to see if they can sequence them. Start to model telling the story of their own alien. Their alien will crash land in the school playground and go on a similar adventure to Beegu.	Pictures of Beegu story for children to sequence	Children write their own alien story using skills that have been built up so far. Children can write this up in sections.	Celebrate and share children's writing.



Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)

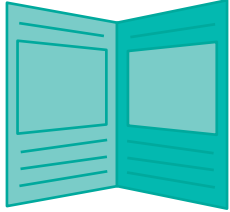
If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.

Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 1 YR) To listen attentively and respond to what they hear with relevant questions, comments and action Y2) To make predictions by writing question sentences with a question mark	Children to use the question stems to create a question sentence. Have an adult scribe the question onto a sentence strip including a question mark. Where did it come from ?	X-Files: Set the role-play area up as an FBI investigation office for people to report UFO sightings. Have magnifying glasses, clip-boards and a telephone to receive calls from witnesses. Children to record or mark-make the witness reports. If possible, have a map on the wall for children to stick images of UFOs where they have been sighted and they can also create labels for each sighting on luggage tags.	Children to write questions about the crash site but ask them to focus on using the questions on the left-hand side of talk to the hand, e.g. <i>would</i>, <i>should</i> and <i>could</i>.
Session 2 YR) To use and understand recently introduced vocabulary during discussions about stories Y2) To identify and predict the thoughts and feelings of a character	Have a large cut-out of Beegu available to children. Ask them to place vocabulary that describes different parts of Beegu onto her body, e.g. yellow round long		Have a large role on the wall and give children a selection of vocabulary to describe Beegu. Ask them to place the words on the inside to describe how Beegu looks and on the outside how she behaves, e.g. round eyes floppy ears kind friendly confused
Session 3 YR) To write simple phrases and sentences that can be read by others Y2) To write a set of instructions using command sentences	Give children the following sentences with the verb missing and ask them to select the correct word to fill the missing space. What order should we put the finished sentences into? Ask children to attempt to write the sentences independently if appropriately. Don't Keep Play Chat Brush Be _____ to Beegu. _____ be scared. _____ Beegu's teeth. _____ calm. _____ a good friend. _____ with Beegu.		Children to create a set of instructions for how to look after a cute alien, using simple adverbs at the start of their sentences. Children may benefit from having a word bank, e.g. Carefully Kindly Softly Quietly Calmly Gently



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 4 YR) To write simple phrases and sentences that can be read by others Y2) To use adverbs of manner to write a letter of advice	Use the verbs from the previous session to begin some sentences to give advice to Beegu, e.g. <i>Be calm and when talk to a teacher.</i> Don't Keep Play Chat Brush Be	Alien advice line: Set up a call-centre in the role-play area where children can take calls from aliens who want advice about how to make friends and be less lonely. Children to give advice and be a friend to the lonely aliens, as well as making a note of any phone calls they have taken. 	Use the adverbs from the previous session, children to write a letter of advice to Beegu, e.g. <i>Carefully, speak to a teacher if you are lonely.</i> Carefully Kindly Softly Quietly Calmly Gently
Session 5 YR) To read words consistent with their phonic knowledge by sound-blending Y2) To use rhyming words of more than one syllable to write a poem	Play Treasure or Trash using some of the real/nonsense words, e.g. splag tream joke Adjust the phonemes/graphemes depending on children's previous learning and place each word into a treasure chest or rubbish bin depending on whether it's real or not. Also ask children to tell you what each word means (real or imagined).		Children to create a poem using real and nonsense words as per the Year 1 cohort. Focus on two syllable words and compound words.
Session 6 YR) To read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words Y2) To create a simple dictionary	Give children some pre-written definitions on sentence strips alongside nonsense words and ask them to match the words to the possible definitions, e.g. A ig box for keeping food. A word for how aliens move. A coat for staying warm. A ball for playing plog. splag tream loke plint		Children to create definitions of each of the nonsense words for a Beegu dictionary, focusing on two syllable words and compound words as in the previous session.



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
Session 7 YR) To write simple phrases and sentences that can be read by others Y2) To create a description using adjectives	Children to create a soundscape and write a label for each sound, adding an adjective where possible. 		Ask children to create/listen to a sound scape and write a description of the place, e.g. <i>I can hear loud bells ringing and small children playing. In the town there are fast trains darting through the station.</i>
Session 8 YR) To write simple phrases and sentences that can be read by others Y2) To plan a non-fiction report	Over the next three sessions, children to create an alien-spotter's guide. Give them a simple booklet (A3 page folded into two, landscape). You may want to have some boxes for drawing pictures and lines for writing sentences and titles. In total, have three pages for recording different aliens. 		Children to create a plan for an alien non-fiction booklet. Model using a spider diagram to record planned information, e.g. 
Session 9 YR) To write simple phrases and sentences that can be read by others Y2) To write a non-fiction report	Children to write the next part of their alien-spotter's guide. Children may benefit from using phoneme frames or magnetic graphemes to create their alien names.		Children to write the first part of their leaflet about how to look after their alien. Focus on using simple subheadings (taken from the spider diagram plan) and then write 2-3 sentences underneath, e.g. <i>Where do they live?</i> <i>Splives live in the drains under the road. They come out in the evening to look for food and make friends.</i>
Session 10 YR) To write simple phrases and sentences that can be read by others Y2) To publish a non-fiction report	Children to finish writing their alien-spotter's guide and create a title page.		Children complete their leaflets by writing the remaining sections of from their plan. Children could go on to publish the leaflets and add diagrams.



Glossary

Role on the Wall – Activity where children are provided with an outline of a character. Within the outline they add words and phrases to describe how that character might be feeling or what they might be thinking. Outside the outline, they add words and phrases to describe other people's perceptions of that character.

Talk to the Hand – Children use 6 question stems (who, what, when, where, why and how) to ask questions about a story, setting or character.

Zone of Relevance – A strategy for activating dormant vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

Shades of Meaning – Children choose a 'base' word and, using a colour chart (with different shades of the same colour) and then identify different words with the same meaning, matching their strength to the intensity of colour. This is best done collaboratively, giving children an opportunity to put words in sentences.

Book Talk – 'Book-talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.

Likes, Dislikes, Puzzles and Connections – Children work collaboratively to shape ideas about a text, expressing opinions about aspects they enjoyed and also disliked, as well as asking questions about things that may have puzzled them and making links to other texts, films, theatre productions, school visits or any other valid experience they have had. Encourage children to justify their responses with reasons.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Bare-bones – Identify the main elements of the narrative and use boxes to sequence them in order.

Talking Partners – Usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Remind pupils of the specific writing focus before they write. Some pupils may need support. Prior to writing, refer to models of quality examples, including those developed in class. Refer to prompts on working wall. Display examples of pupil work during plenaries or further class sessions to support editing process.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, teacher models writing as a character from the text.

Shared Writing (may refer to):

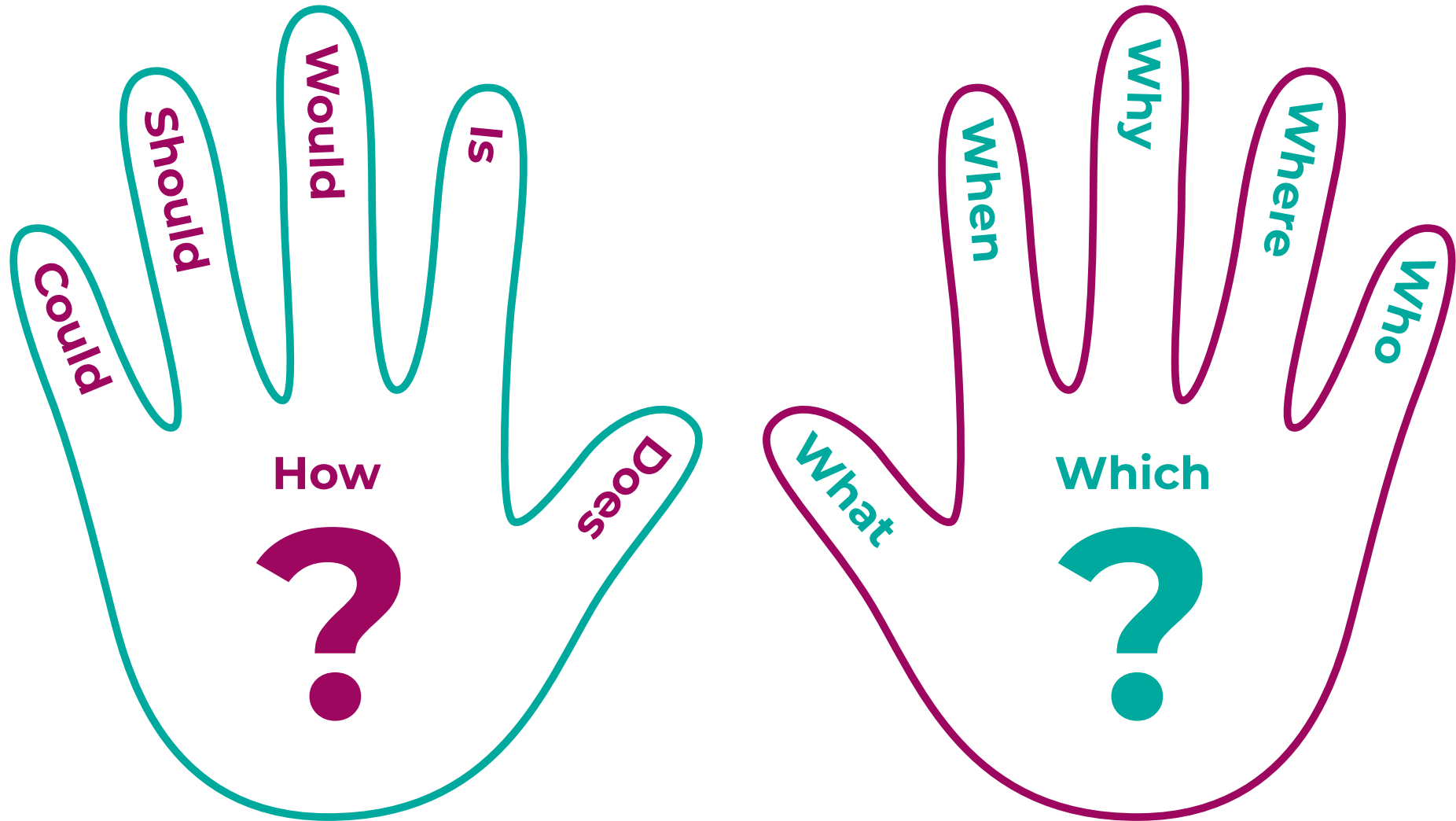
Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

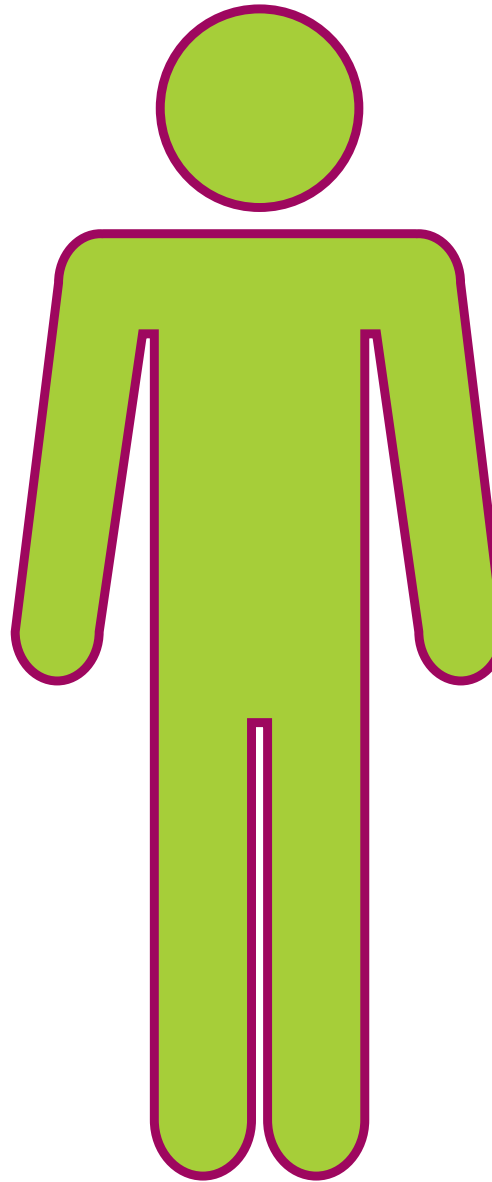
Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



Talk to the hand



Role on the wall



Letter from Beegu

Dear children,

My spaceship has crash landed in your playground. I need some help. I heard a lone winging and thought it was my mum but it wasn't. I saw a meaf blowing in the bind but I couldn't speak to it.

I found some puppies in a mox but they couldn't help me either. I feel really arone!

Please reply shoon,

Beegu

