



# A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi



**Literary Theme:** Creation & conservation  
**Mixed Age Theme(s):** Space & our world (1/2);  
Wishes & aspirations (2/3)

**Recommended Age:** Y2

**Cross-curricular Coverage:** Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream

**Text(s):** Dear Earth by Isabel Otter and Clara Anganuzzi

**Duration:** 3 weeks, 15 sessions

**Outcomes:** Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters

**Main Outcome:** Informative leaflet

**Overview and outcomes:** This is a three-week Writing Root based around the book Dear Earth by Isabel Otter and illustrated by Clara Anganuzzi. The sequence of learning begins with children discovering an explorer's rucksack in the classroom containing many exploration-related items. The class move on to set up an Explorers' Club and decide where in the world they'd like to explore and what they'd want to see and do. Children write about these aspirations and pin them to a world map. Children go on to write about what explorers need to do before going on a mini safari and then research and record factual statements about endangered animals. As they read through the book, children will write setting descriptions of landscapes around the world and turn these into poems about exploration. As they continue to read about Tessa's imagined travels, children write a script for a travel vlog. At the end of the story, children are challenged to think about and discuss the problems and solutions the planet faces and will write a persuasive speech encouraging the public to look after the environment. Children will use all the skills and vocabulary covered to write their own extended informative leaflet about protecting the environment. Children will finish with a letter to the earth, using Tessa's letter from the text and celebrating their own dreams and aspirations.

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

## Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes.

## Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning the possessive apostrophe (singular) for example, the girl's book
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in English Appendix 1.

## Reading Comprehension

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

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

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

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Participate 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



### Vocabulary, Grammar & Punctuation

#### Develop their understanding of the concepts set out in English Appendix 2:

- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon],
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

### Writing (Composition)

#### Develop positive attitudes towards and stamina for writing by:

- Writing about real events
- Writing poetry
- Writing for different purposes

#### Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

#### Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.



| Learning Objective                                    | Success Criteria  | Whole Class   | Resources   | Independent Work  | Plenary   |
|---|---|---|---|---|---|
| 1) To discuss future dreams and wishes                | <p><b>I can write in first person</b></p> <p><b>I can use a conjunction to give reasons</b></p> <p><b>I can use the verb would to discuss the future</b></p> <p><b>Ext: I can use a contraction</b></p> | <p>Children arrive in the classroom to discover a mysterious rucksack with a label attached to it which says, 'a global explorer's rucksack'. <i>Do children know what an explorer is? What do explorers do? What is the difference between exploring and going on holiday?</i> In the rucksack, include a range of items for children to discover. This could include: a pair of binoculars, a set of atlases, postcards, stamps, a fork (because explorers try new foods), non-fiction books about animals, sun lotion and anything else available that implies exploration. In amongst all these items, include a note which reads, 'What do you love most about the world? Are there places that you'd like to explore?'</p> <p><b>Explorers' Club:</b><br/>Have these questions on the board and explore a range of landscapes from around the world with children on the IWB. <i>What landscapes do children like the most?</i> Explain to children that we are going to form an explorers' club. Form a circle and pass a pair of binoculars around the circle. When they have the binoculars, each child can discuss where they'd like to explore and what they'd like to do. Model with the sentence: <b>I would love to climb a tree because I love the jungle.</b></p> | <p>A fold-out world map</p> <p>Cut out flags</p> <p>Rucksack full of explorer items (a pair of binoculars, a set of atlases, postcards, stamps, a fork, non-fiction books about animals, sun lotion etc.)</p> | <p>If possible, have a fold-out global map on the classroom wall. Children can write where they'd like to explore and what they'd like to do on cut out flags which can be stuck to the map later. Explain that the word 'would' is useful to talk about the imagined future.</p> <p><b>Shared writing:</b></p> <div data-bbox="1361 507 1771 746" style="border: 2px solid teal; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>I would love to visit the beach in Australia because I love hot weather.<br/>Jayden</p> </div> <p><i>Can children find countries on the map? Can children locate the colder/hotter parts of the world?</i></p> | <p>Stick the children's mini cut out flags around the classroom map. Children may not know exactly which country they'd like to explore but they can take a guess where in the world this might be. Do they know which parts of the word are hotter/colder?</p> <p><i>Did the children use the word 'would' to talk about the future? Model contracting this into 'I'd' and encourage children to write a sentence using the contracted form.</i></p> |
| 2) To use conjunctions to write a set of instructions | <p><b>I can use the conjunction if</b></p> <p><b>I can use a range of verbs</b></p> <p><b>I can write in second person</b></p> <p><b>Ext: I can use a comma</b></p>                                     | <p>Remind children that we started an explorers' club. <i>What are the rules for an explorers' club?</i></p> <p>Give children the following end of a sentence:<br/><b>...if you want to be an explorer.</b><br/><i>Can children use an imperative verb to start the sentence? E.g.</i><br/><b>Learn different languages if you want to be an explorer.</b></p> <p>Give children some different verbs and, perhaps in a circle, children rehearse sentences using this structure. The verbs could include: eat, learn, climb, look after, make, walk, hike, swim, write. Collect these verbs on the class <b>grammar splat</b> (see resources).</p>  | <p>Explorers' Club Logo</p> <p>Grammar splat</p>  | <p><b>Explorers' Club rules:</b><br/>Children discuss the rules for the new club. Using the sentence structure modelled earlier, children write up a set of rules. There is an actual Explorers' Club (based in the United States) so perhaps use this logo (or create your own one) to make this set of rules feel authentic. This could be a great example of instant publishing.</p> <p><b>Shared writing:</b></p> <ol style="list-style-type: none"> <li>1. Learn a new language if you want to be an explorer.</li> <li>2. Climb trees and hike mountains if you want to be an explorer.</li> <li>3. Write lots of postcards if you want to be an explorer.</li> </ol>     | <p>Challenge children to start their sentence with the conjunction e.g.</p> <p><b>If you want to be an explorer, write lots of postcards.</b></p> <p><i>Can children note that they have been writing in the second person?</i></p>   |

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| 3) To record factual statements about animals | <p><b>I can use a range of adjectives</b></p> <p><b>I can record factual statements</b></p> <p><b>I can write in the simple present tense</b></p> <p><b>Ext: I can use an apostrophe to show possession</b></p>    | <p><b>Book talk:</b><br/>Introduce the book to children and explain that this is the story of a budding explorer. Read the text up to the line, '...loved to tell Tessa about his adventures.' <i>What advice do you think Grandpa is giving Tessa about being an explorer?</i> Recap on the sentences from yesterday. Continue reading the story up to the line, 'Grandpa says that unicorns swim in the Arctic.'</p> <p><i>What has Tessa dreamed of doing as an explorer? What animals can children spot on these pages?</i><br/>Elicit the names of animals and scribe them on the whiteboard. Take some time to look at pictures and short videos of these animals. Explain to children that many of the animals on these pages are endangered or at risk, these are: blue whales, rhinos, sea turtles, zebras and elephants.</p>   | <p>Binoculars</p> <p>Clipboards and paper</p> <p>iPads/laptops</p> <p>Grammar splats</p> <p>Finding footprints</p> | <p>Give each table/group a picture of one of these animals. Using laptops/iPads, each table can answer some of the following questions: <i>what is this animal's diet? What is this animal's habitat like? Which countries/oceans does this animal live in? What does this animal look like? Is this animal endangered? Why?</i></p> <p>There are lots of appropriate online animal encyclopaedias (e.g. National Geographic Kids) for children to use and find answers.</p> <p><b>Shared writing:</b><br/><i>Blue whales swim in the ocean and are one of the largest animals. Blue whales eat shrimp called krill. Blue whales are endangered because of hunting. There are only a few thousand left.</i></p> | <p><i>Did children encounter any tricky vocabulary?</i><br/>Children may want to record and discuss any technical words such as: endangered, habitat, solution, deforestation, captivity, poachers etc.</p> <p><i>Can children use an apostrophe to show possession? An elephant's trunk can be two metres long.</i></p>                                   |
| 4) To create noun phrases to describe         | <p><b>I can use a range of thoughtful adjectives</b></p> <p><b>I can pair adjectives with nouns appropriately</b></p> <p><b>I can use a comma between adjectives</b></p> <p><b>Ext: I can use prepositions</b></p> | <p><b>Book talk:</b><br/>Continue reading the text up to the line, '...up I'd go.' <i>What different landscapes and wildlife did Tessa imagine seeing? Can children spot the animals we researched yesterday?</i></p> <p><b>Grammar splat (adjectives and nouns):</b><br/>Explain to children that you are going to read this part of the story again. While reading, can children collect any of the different adjectives and nouns they hear. Children can record these on different coloured post-it notes and stick them to the grammar splat. They may record the following adjectives and nouns: <i>wonderful, deep, swirling, thundering, gigantic, teeny-weeny, blue, whales, turtle, mega-beasts, hooves, waterfalls, lagoon.</i></p> <p>Note with children that some of the -ing words the author uses here are adjectives when they come before a noun e.g. '...the screeching hullabaloo...'</p> | <p>Grammar splat</p> <p>Zones of relevance</p>   | <p><b>Zone of relevance:</b><br/>Give groups of children each a different picture from the text (all the different landscapes up to the line '...up I'd go'). Groups can then complete a <b>zones of relevance</b> (see resources) for the landscape picture on their table; the most relevant adjectives going in the centre, the less relevant around the edge and the not relevant around the outside of the zone.</p> <p>Once children have finished this, they can start to create some noun phrases to describe the picture.</p> <p><b>Shared writing:</b><br/><i>swirling, sparkling fish<br/>loud, thundering hooves<br/>wonderful, fluttering butterflies<br/>gigantic, splashing waterfalls</i></p>   | <p>Children share their noun phrases with each other. <i>Can they join any of these together or extend these with prepositions, e.g. with, in, on?</i></p> <p>Model creating expanded noun phrases with children:</p> <p><i>a gigantic, grey elephant with a long, powerful trunk</i></p> <p><i>a gigantic, grey elephant in the cool, clear water</i></p> |



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| 5) To use noun phrases to write a poem about the earth | <p><b>I can use noun phrases</b></p> <p><b>I can use repetition</b></p> <p><b>I can use a range of verbs</b></p> <p><b>Ext: I can use a simile</b></p>                          | <p>Explore the idea with children that many explorers travel the world and record their travels. There are many travel vloggers to be found online. Perhaps watch an appropriate video with children to inspire them.</p> <p><b>Grammar splat (verbs):</b><br/>Reread the text up to the line, '...up I'd go.' This time ask children to use the grammar splat to collect any verbs they hear. They may record the following verbs:<br/><i>roared, told, dive, see, blow, glide, explore, stampede, run, skip, kiss, splash, float, swim, slide, watch, dip, fly...</i></p>  | Grammar splat   | <p>Explain to children that, instead of a setting description, we are going to write a poem about the joys of exploring, using some of the skills and vocabulary covered so far.</p> <p><b>Shared writing:</b><br/><i>If I was an explorer, I'd...<br/>Swim in the deep, blue ocean<br/>Stampede with the zebras across the savannah<br/>Kiss butterflies and watch them fly.<br/>If I was an explorer, I'd...<br/>Soar with the proud eagles</i></p>   | <i>Can children spot the similes in the text so far? Children may spot 'glide like a turtle' and 'my heart would beat as loudly as their thundering hooves.' Can they have a go at creating their own and using them in their poem? I would soar like geese in the wind.</i> Children can perform their poems.                               |
| 6+) To use past tense verbs to write a travel vlog/log | <p><b>I can use verbs in past tense</b></p> <p><b>I can use noun phrases</b></p> <p><b>I can use time adverbials</b></p> <p><b>Ext: I can use a range of sentence types</b></p> | <p>Explore different travel vlogs online with children and explain that in this session we are going to make our own based on the text we have been reading.</p> <p>Recap on the various verbs we collected in the previous session. <i>Can we turn these into past tense verbs? Are any of these irregular verbs?</i> Model switching some verbs from present to past tense and display on the <b>working wall</b> for reference.</p> <p>Ask children: <i>what have you done on your imagined travels?</i> Children rehearse sentences, writing in first person, using the collected verbs in past tense and some adverbials of time to help sequence.</p> <p><i>First, I dived into the ocean and blew bubbles with the whales. After that, I ran with the animals when they stampeded. Later, I kissed butterflies and skipped through meadows.</i></p> | <p>Recording equipment</p> <p>Green screen (if available) or projected image on IWB</p> | <p>Children write a script that they can use on a travel vlog. Model ways to make it catchy and engaging for the audience by using a range of sentence types.</p> <p><b>Shared writing:</b><br/><i>Ladies and gentlemen,<br/><br/>Welcome to the Explorer Club travel vlog. If you want to be an explorer, then you are in the right place. How fantastic! Keep watching to find out about all our adventures.</i></p> <p><i>Things are busy at the club. First, we travelled to the ocean and swam with spiralling, sparkling fish. Later that day, we blew bubbles with whales...there are still lots of things we'd like to do. We'd like to climb a mountain...join us next time when we will be sliding down desert dunes...</i></p> | <p>Once they have written this, children could possibly record themselves presenting. If you have a green screen in the school, then a map of the world or different landscapes could be projected onto it.</p> <p><b>Note:</b> another option here could be to write a postcard or travel log as this would involve the same skill set.</p> |



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| 7) To take notes and record factual statements      | <p><b>I can read and select appropriate information</b></p> <p><b>I can take notes</b></p> <p><b>I can use conjunctions to link ideas</b></p> <p><b>Ext: I can use the -ly suffix</b></p>            | <p><b>Book talk:</b><br/>Continue reading the story up to the line, 'Love from Tessa.' <i>How has the window changed in Grandpa's living room since the beginning of the story? How are humans hurting the world?</i> Elicit ideas around pollution, global warming, littering and deforestation if possible. <i>Do children think this book is hopeful? How does the author help us to feel hopeful on this page?</i></p> <p>Have the following sentence on the board, 'Grandpa says that humans have hurt you but we can heal you too.' <i>What does this sentence mean?</i> Continue reading to the final line, 'What do you think?'</p> <p>Allow time for a discussion about how the earth is changing and what can be done to heal the earth based on the information at the back of the book.</p> | Copies of the last two pages of the book | <p>Explain that as members of the Explorers' Club, we want to get the message out to the rest of the community about the problems the earth faces and the solutions.</p> <p>Give children copies of the last two pages of the book. In small groups, children fold a large piece of sugar paper in half. On one half, children will note down the problems and on the other children will note down the solutions. Provide additional books/websites for children to add more information and expand children's research if needed. Children make notes and link ideas together with conjunctions such as <i>because, so, and, if, when.</i></p> <p><b>Shared writing:</b><br/><i>Turtles can't lay their eggs because the beaches are covered in water.<br/>People throw too much plastic waste into the ocean so we should recycle more.<br/>Polar bears will lose their homes if the sea ice melts so we need to look after our planet properly!</i></p> | <p>Can children include an -ly adverb? Adverbs that could work are: <i>shockingly, importantly, sadly, hopefully...</i></p> <p><i>Sadly, turtles can't lay their eggs because the beaches are covered in water.</i></p>  |
| 8) To use conjunctions to write a persuasive speech | <p><b>I can use a range of conjunctions</b></p> <p><b>I can write in present tense</b></p> <p><b>I can use a range of different sentence types</b></p> <p><b>Ext: I can use the suffix -ness</b></p> | <p><b>Add an ending:</b><br/>Give children the sentence strips and see, in small groups, if they can complete the sentence based on their research from yesterday, e.g.:</p> <p><i>The world is heating up because there a lots of dirty fumes and gases in the air.</i></p> <p>Remind children that we need to get the message out there and to do this we are going to write a speech about the problems and solutions the earth faces. These speeches could be delivered to another class and recorded.</p> <p><i>How could we use different sentence types to help deliver this speech and grab the audience's attention?</i></p>   | Add an ending sentence strips            | <p>Children use the facts from yesterday to draft a short speech about environmental problems and solutions.</p> <p><b>Shared writing:</b><br/><i>Do you know how special our earth is? Do you know some of the problems our earth faces? In this speech, I shall talk about some of the problems and some of the solutions.</i></p> <p><i>The world is heating up because there are lots of dirty fumes and gases in the air. How terrible! Walk to school more because this means less cars on the road. Plant more trees because trees create more oxygen.</i></p>   | <p>Give children the following adjectives: kind, clean, quiet, sad, weak, fresh, happy, good, fair. <i>Can they add the -ness suffix on the end? What happens if the word ends in a -y?</i></p> <p>Encourage children to edit their speeches and use these abstract nouns. <i>We can show kindness to nature and animals by changing our ways.</i></p> |



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| 9) To plan a leaflet  | <p><b>I can group information</b></p> <p><b>I can draft subheadings</b></p> <p><b>I can recap on key skills</b></p> <p><b>I can take notes</b></p> | <p>Tell children we've received a letter from Tessa! (see resources). Read the letter to the class and remind them of the phrase, 'Think global, act local'. Explain that we are going to write an informative leaflet about the dangers the earth faces and how we can heal it.</p> <p><i>What skills have we covered so far that might be useful for our leaflet? Ask children, what subheadings shall we use? Explain that this could be a report to put on display in the foyer of our school. The report could be named after the book, Dear Earth.</i></p> <p>Children could follow the structure outlined and write brief notes, outlining the purpose of each part, skills they could use and relevant facts. They could use bullet points to give examples of their writing. See resources for a suggested planning format.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Introduction</b><br/>Get the audience's attention. Use different sentence types and conjunctions.</p> </div> | Planning template or individualised planning sheet | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Why is our earth special?</b><br/>Use noun phrases to describe the landscapes of earth.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>What are some endangered animals?</b><br/>Record facts about animals.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>What are some of the problems?</b><br/>Use conjunctions to outline and explain.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>What are some of the solutions?</b><br/>Use conjunctions to outline and explain.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Conclusion</b><br/>Get the audience's attention. Use different sentence types and conjunctions.</p> </div> | Children share their planning with each other and check they haven't missed anything out.   |
| 10) To use a range of sentence types to write the opening of an informative leaflet | <p><b>I can use questions</b></p> <p><b>I can use exclamations</b></p> <p><b>I can use commands</b></p> <p><b>I can use statements</b></p>         | Recap on what children will need to include in their introductory paragraph. Look back at sessions 6 and 8.   | Planning template or individualised planning sheet | <p><b>Shared writing:</b><br/>Model writing the introduction to the leaflet based on planning completed in the previous session.</p> <p><b>Introduction</b><br/>Do you want to travel this beautiful earth? If the answer is yes, then please learn to look after it. Our earth is fragile and it needs love and care. Keep reading to find out about the problems and solutions for our earth.</p>  | <p>Children edit and celebrate their writing so far.</p> <p><i>Have they used a range of sentence types to grab the reader's attention? Have they used the correct punctuation?</i></p> |



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| 11) To use noun phrases to continue writing an information leaflet | <p><b>I can use a range of thoughtful adjectives</b></p> <p><b>I can pair adjectives with nouns appropriately</b></p> <p><b>I can use a comma between adjectives</b></p> <p><b>Ext: I can use prepositions</b></p> | <p>Recap on what children will need to include in their introductory paragraph. Look back at sessions 4 and 5.</p> <div data-bbox="521 339 1016 437" style="border: 1px solid purple; padding: 5px; text-align: center;"> <p>Why is our earth special?<br/>Use noun phrases to describe the landscapes of earth.</p> </div>                                | Planning template or individualised planning sheet | <p><b>Shared writing:</b><br/>Model writing the introduction to the leaflet based on planning completed.</p> <p><i>Why is the earth so special?<br/>The earth is very special because it has many landscapes. Jungles have lush, thick rainforest canopies. You can see bright, spotted leopards and bright, hairy orangutans. The earth has high, white mountains and eagles that soar. You can swim in the ocean and blow bubbles with the whales.</i></p>   | <p>Children edit and celebrate their writing so far.</p> <p><i>Are children writing consistently in present tense? Can children use an apostrophe to show possession?</i></p> <p><i>The earth's mountains can be over 8,000 metres high.</i></p> |
| 12) To write factual statements to continue an information leaflet | <p><b>I can use a range of adjectives</b></p> <p><b>I can record factual statements</b></p> <p><b>I can write in the simple present tense</b></p> <p><b>Ext: I can use ambitious vocabulary</b></p>                | <p>Recap on what children will need to include in their next paragraph about endangered animals. Look back at session 3 for ideas to include in this paragraph.</p> <div data-bbox="521 890 1016 987" style="border: 1px solid purple; padding: 5px; text-align: center;"> <p>What are some endangered animals?<br/>Record facts about animals.</p> </div> | Planning template or individualised planning sheet | <p><b>Shared writing:</b><br/>Model writing the next paragraph of the leaflet based on planning completed. Children can expand their research on different endangered animals if they want to e.g. pandas.</p> <p><i>What are some endangered species?<br/>Pandas eat bamboo and live in jungles. They are found in Asia. Two types of panda are the giant panda and the red panda. Pandas are endangered because of deforestation. Another endangered species is the elephant. An elephant's trunks can grow up to two metres long. An elephant's diet is mostly...</i></p> | <p>Children edit and celebrate their writing so far.</p> <p><i>Were children able to use some of the ambitious (technical) vocabulary used in session 3?</i></p>   |



| Learning Objective  | Success Criteria   | Whole Class   | Resources  | Independent Work  | Plenary   |
|---|--|---|--|---|---|
| 13) To use a range of conjunctions to continue writing an information leaflet | <p><b>I can use conjunctions to give reasons</b></p> <p><b>I can use nouns with the suffix -ness</b></p> <p><b>I can use adverbs with -ly</b></p> <p><b>Ext: I can use a comma</b></p>       | <p>Recap on planning and ensure children are clear which sections they are writing today. Recap on sessions 7 and 8.</p> <div style="border: 1px solid purple; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>What are some of the problems?<br/>Use conjunctions to outline and explain.</p> </div> <div style="border: 1px solid purple; border-radius: 10px; padding: 5px;"> <p>What are some of the solutions?<br/>Use conjunctions to outline and explain.</p> </div> | Planning template or individualised planning sheet | <p><b>Shared writing:</b><br/>Model writing the next two paragraphs to the leaflet based on planning completed.</p> <p>What are some of the problems?<br/>Sadly, there are many problems facing our earth. The world is heating up because there are more dirty fumes and gases in the air. If the ice sheets melt, then polar bears and other animals will shockingly lose their homes. The earth is in trouble but it is not too late. We can still show kindness and thoughtfulness to our fragile planet.</p> <p>What are some of the solutions?<br/>People are hurting the earth but people can also heal the earth. Growing flowers is important because this helps bees spread pollen...</p> | <p>Children edit and celebrate their writing so far.</p> <p><i>Did they use a comma in some sentences?</i></p> <p><b>When you go to the beach, make sure you tidy up and pick up litter.</b></p>  |
| 14) To edit and publish my work   | <p><b>I can check my writing makes sense</b></p> <p><b>I can check my verbs are in the correct tense</b></p> <p><b>I can my punctuation</b></p> <p><b>I can I have used conjunctions</b></p> | <p>Recap on planning and ensure children are clear which sections they are writing today.</p> <div style="border: 1px solid purple; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p><b>Conclusion</b><br/>Get the audience's attention. Use different sentence types and conjunctions.</p> </div>   | Planning template or individualised planning sheet | <p><b>Shared writing:</b><br/>Model writing the conclusion to the report. This will mirror the introduction and use a range of sentence types.</p> <p><b>Conclusion</b><br/>Have you learned anything new? Do you want to learn more? Read these websites for more information. Make sure that you spread the word and check to see if your school is protecting the environment.</p>   | <p>Children read over their leaflets and edit for cohesion. <i>Were children able to consistently write in present tense? Did they use a range of conjunctions?</i></p> <p>Children could publish their leaflets and use a Green Peace or Eco Schools logo/header to make it feel official. These could be placed in the foyer of the school.</p> |



| Learning Objective                  | Success Criteria   | Whole Class   | Resources    | Independent Work   | Plenary   |
|-------------------------------------|--|---|--------------|--|---|
| 15) To write an aspirational letter | <p><b>I can write in present tense</b></p> <p><b>I can use noun phrases</b></p> <p><b>I can use a range of verbs</b></p> <p><b>Ext: I can use contractions</b></p> | <p>Ask children if they know what the word 'aspirational' means. Explain that if someone is aspirational, they want to achieve a lot in their lifetime. <i>What were some of Tessa's aspirations?</i> Read back over the final page and focus on the challenge: 'You could write or draw a letter to Earth, just like Tessa. What do you love most about the world? Are there places that you'd like to explore?'</p> <p><i>What are your aspirations?</i> Review some that were pinned on the world map in session 1. On thought bubbles, children can draw pictures about what they'd want to see around the world and what they might want to do. They can also record what they would like to do to save the planet from destruction.</p> <p>Look at the contraction 'I'd' and tell children this is short for 'I would'. We can use it to talk about things we dream of doing.</p> <p><i>I'd.. explore, go, travel to, love to, write, see..</i></p> | Letter paper | <p>Once children have drawn pictures and made notes about what they'd want to see around the world, they can start to write their own letter, sticking closely to the structure of Tessa's letter. This could be an opportunity for instant publishing, children writing on letter paper and placing their letters in an envelope.</p> <p><b>Shared writing:</b><br/><i>Dear Earth,</i></p> <p><i>We know a lot about you and you are wonderful! One day, I'm going to be an explorer. I want to travel to London and go to the theatre. I'd cycle all around London and take a red bus.</i></p> <p><i>I'd love to explore hot countries. I'd travel to China and sit with the pandas. My heart would sing as loudly as a choir. When I grow, I'd write books of my own...</i></p> | Children present their letters to the class and discuss their dreams and aspirations. |



## 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 Year 1 Suggestions  | Additional Year 3 Suggestions   |
|---|--|---|
| <p>Session 1</p> <p>Y1) To discuss dreams and wishes about the future</p> <p>Y3) To discuss dreams and wishes about the future</p>                | <p>Once children have found the explorer's rucksack, show different landscapes from around the world (desert, jungle, arctic landscape, underwater and mountain peaks). Can children name anything they see in these pictures? Provide nouns on cards, or scribe onto post-it notes for children to label things they can see in the images.</p> <p>Which would they like to travel to? Why? Children can respond orally with the sentence frame 'I want to...'</p> <p><i>I want to climb a mountain. I want to swim in a warm ocean. I want to play with a monkey and pick fruit from the trees.</i></p> <p>Children could use this sentence structure to write up in a thought bubble.</p> | <p>Follow main session, then extend children's writing by asking a range of further questions, such as: what would you need to take with you? Who would you want to go with? Encourage children to use a wider range of conjunctions to give reasons and express time.</p> <p><i>When I am older, I'd love to travel to India. I'd rent a car and drive around the whole country. While I'm there, I'd want to spend time with my family and work as a teacher. I'd love to teach in a school up in the mountains. Each evening, I'd walk through the food markets and try all the different kinds of snacks.</i></p> |
| <p>Session 2</p> <p>Y1) To use command sentences to write a set of instructions</p> <p>Y3) To use conjunctions to write a set of instructions</p> | <p>As in the Writing Root session, give children the following imperative verbs: <i>eat, learn, climb, look after, make, walk, hike, swim, write...</i></p> <p>Ask children what they think explorers have to do? Model writing some command sentences. Can the children combine these sentences with the conjunction 'and'?</p> <p><i>Eat new food and climb mountains.<br/>Learn a language and look after animals.<br/>Write letters to family and make new friends.</i></p>  | <p>As outlined in the plenary of this session, encourage children to start their sentence with the subordinate clause, using the conjunction 'if'.</p> <p>To extend children further, give them the following sentence stems (using a wide range of conjunctions) and see if they can add in the main clause.</p> <p><i>When you go to a new country,</i></p> <p><i>After you arrive in a new country,</i></p> <p><i>Before you travel,</i></p> <p><i>Because the weather can be extreme,</i></p>   |
| <p>Session 3</p> <p>Y1) To write statements about a subject</p> <p>Y3) To use an apostrophe to show possession (plural nouns)</p>                 | <p>Children will record factual statements about one animal. Give children some prompt questions, such as: what do they eat? Where do they live? What do they look like? Teach children about the word 'endangered.' Show children pictures and a short video of the animal to support them with their writing.</p> <p><i>Zebras live in Africa. They have a black and white, striped coat.<br/>Zebras eat grass and tree bark.</i></p>  | <p>After children have finished their research, encourage them to write some statements using an apostrophe to show possession. If we are recording facts about all of the animals (plural), we will need to place the apostrophe on the outside of the 's' rather than on the inside.</p> <p><i>Zebras' coats are striped because this helps to trick predators.<br/>Zebras' teeth are sharp so they can chew on grass and tree bark.<br/>Zebras' stripes are unique to each animal so this can help them recognise each other.</i></p>  |



| Session/Learning Objective   | Additional Year 1 Suggestions   | Additional Year 3 Suggestions  |                  |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
|--|---|--|------------------|------------------------------|----------------------------|----------------------------|-------|-------|--------|------|----------|-------------|------|--|-------|-------|-------|----|---------|
| <p>Session 4</p> <p>Y1) To use adjectives to describe</p> <p>Y3) To use prepositions to create expanded noun phrases</p>                     | <p>Give children copies of the pages from Tessa's imagined travels. What different animals can children see? Provide the following word bank and see if children can sort the adjectives into size, colour and texture categories. Can they add any more adjectives? Can children add any adjectives that describe pattern? E.g. spotty, striped...</p> <table border="1" data-bbox="526 399 1265 587"> <tr> <td>yellow</td> <td>green</td> <td>brown</td> <td>colourful</td> </tr> <tr> <td>feathery</td> <td>slimy</td> <td>furry</td> <td>smooth</td> </tr> <tr> <td>huge</td> <td>gigantic</td> <td>teeny-weeny</td> <td>long</td> </tr> </table> <p>The leopard is furry and yellow. The monkey is brown and tiny. It has a long tail.</p> | yellow   | green            | brown                        | colourful                  | feathery                   | slimy | furry | smooth | huge | gigantic | teeny-weeny | long | <p>As outlined in the plenary, children create expanded noun phrases using a variety of prepositions. Put the following prepositions on the board:</p> <table border="1" data-bbox="1344 319 2116 379"> <tr> <td>above</td> <td>below</td> <td>under</td> <td>on</td> <td>next to</td> </tr> </table> <p>Play a game of 'prepositional eye spy'. Look at the jungle picture and see if children can guess which animal you are describing positionally e.g. <b>I spy with my little eye something that is on the branch, under the monkeys...what am I spying?</b></p> <p>Children go on to write their expanded noun phrases.</p> <p>a bright, spotted leopard with a long, dangling tale<br/>a bright, spotted leopard on a thick branch<br/>swinging monkeys in the lush canopy</p> | above | below | under | on | next to |
| yellow   | green   | brown  | colourful        |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| feathery   | slimy   | furry  | smooth           |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| huge   | gigantic  | teeny-weeny  | long             |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| above  | below   | under  | on               | next to                      |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| <p>Session 5</p> <p>Y1) To use imperative verbs to write a poem</p> <p>Y3) To use similes to write a poem</p>                                | <p>Ask children what they dream of doing when they grow up. As children are sharing ideas, scribe these up on the whiteboard as command sentences. Revisit the imperative verbs explored in session 2. Children could also include some adjectives to describe themselves when they grow up. The finished poems could look something like:</p> <p>When I grow up, I will...<br/>Eat my dinner at a fancy restaurant<br/>Walk through the desert<br/>Ride a horse<br/>Drive a big truck around the world<br/>When I grow up, I will be brave and bold.</p>   | <p>Give children support in writing different similes for their poem. Perhaps give children some simile stems to scaffold, such as:</p> <table border="1" data-bbox="1344 782 2116 885"> <tr> <td>fly as high as a</td> <td>be as brave/bold/strong as a</td> </tr> <tr> <td>my mind would whizz like a</td> <td>my heart would beat like a</td> </tr> </table> <p>If I was an explorer, I'd...<br/>Soar as high as the eagles<br/>If I was an explorer,<br/>My heart would be as big as the moon<br/>And beat in time with my footsteps</p> | fly as high as a | be as brave/bold/strong as a | my mind would whizz like a | my heart would beat like a |       |       |        |      |          |             |      |  |       |       |       |    |         |
| fly as high as a   | be as brave/bold/strong as a  |  |                  |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| my mind would whizz like a   | my heart would beat like a  |  |                  |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |
| <p>Session 6</p> <p>Y1) To use past tense verbs to write a travel log</p> <p>Y3) To use a range of adverbials to write a travel log/vlog</p> | <p>Remind children of the verbs covered in session 2. These were: <b>eat, learn, climb, look after, make, walk, hike, swim, write...</b></p> <p>Give children the past tense form of these verbs and see if they can match them. Children write a short recount/travel log in role as Tessa. Perhaps children can use some adverbials of time to sequence. Use the pictures to help sequence.</p> <p>First, I swam in the sea and I blew bubbles.<br/>After, I ran with zebras and rhinos.</p>  | <p>Children will write up their travel vlog/log, focussing on using a range of adverbials of time and manner to sequence. Elicit from children how we might have felt doing these different activities and create adverbs with -ly (excitedly, curiously, happily). Children could also use these as fronted adverbials.</p> <p>First, we travelled to the ocean and swam with spiralling, sparkling fish. Excitedly, we blew bubbles with whales. After that, we skipped happily through the meadows and kissed butterflies.</p>            |                  |                              |                            |                            |       |       |        |      |          |             |      |  |       |       |       |    |         |



| Session/Learning Objective  | Additional Year 1 Suggestions  | Additional Year 3 Suggestions  |
|---|--|--|
| <p>Session 7</p> <p>Y1) To write command sentences</p> <p>Y3) To use a range of conjunctions to add information</p>                   | <p>Focus children's attention on the final page with the heading 'What can we do?' Using the information from this page, can children write some command sentences about how we can help the earth? Children can use the conjunction 'because' to give reasons.</p> <p>Grow more flowers.<br/>Recycle your rubbish.<br/>Pick up litter from the beach.<br/>Use less plastic.</p>   | <p>Encourage children to play around with clause order when recording factual statements, starting their sentences with a subordinating conjunction (note that this won't work for coordinating conjunctions).</p> <p>Because there are more dirty fumes and gases in the air, the earth is heating up.<br/>Because this helps bees spread pollen, growing flowers is important.<br/>When you go to the beach, make sure you tidy up and pick up litter.</p>   |
| <p>Session 8</p> <p>Y1) To use a conjunction to extend command sentences</p> <p>Y3) To use modal verbs to write a speech</p>          | <p>Remind children of the command sentences we used in the previous session. Children can join some of their sentences together with the conjunction 'and'. Some children may be able to use 'because' to give a reason.</p> <p>Use less plastic and recycle your rubbish.<br/>Grow more flowers and plant more trees.<br/>Pick up litter from the beach because we need to keep them clean.</p> <p>Children could deliver this as a short speech for the Explorers' Club.</p> | <p>As outlined in the session, children will write up a speech for the Explorers Club. Could children be challenged by using some modal verbs when writing their solutions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">must</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">should</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">will</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">can</div> </div> <p>Because we need to reduce the amount of cars on the road, we must walk to school.<br/>Since there are more dirty fumes and gases in the air, the earth will heat up unless we act now!</p> |
| <p>Session 9</p> <p>Y1) To plan an information leaflet</p> <p>Y3) To plan an information leaflet</p>                                  | <p>Children plan their information leaflet about the environment. However, this could be adapted so children focus on answering three questions. Perhaps these questions could be:</p> <p>Why is earth special?<br/>What is an endangered animal?<br/>How can we heal the earth?</p> <p>Instead of using the suggested planning template, this could be planned as a class.</p>  | <p>Children plan their information leaflets using the suggested planning format. Encourage children to look back through this sequence of lessons to remind themselves of skills and vocabulary learnt.</p>  |
| <p>Session 10</p> <p>Y1) To write the opening of an informative leaflet</p> <p>Y3) To write the opening of an informative leaflet</p> | <p>Children write a range of questions that the reader might want to know. Use the talk to the hand scaffold (see resources).</p> <p>Introduction<br/>Do you love our earth? Why is the earth special? Do you know that some animals are endangered? What is your favourite animal? How can we save the earth?</p>    | <p>Children write their introduction as outlined in session 10. Encourage them to use a wider range of -ly adverbs to add emphasis.</p> <p>Introduction<br/>Do you want to travel this beautiful earth? If the answer is yes, then please learn to look after it. Alarmingly, our earth is fragile and it needs love and care urgently. Keep reading to find out about the problems and solutions for our earth.</p>   |



| Session/Learning Objective   | Additional Year 1 Suggestions   | Additional Year 3 Suggestions   |
|--|---|---|
| <p>Session 11</p> <p>Y1) To use adjectives to write an informative leaflet</p> <p>Y3) To use expanded noun phrases to continue writing an informative leaflet</p>        | <p>For the next section of their fact file, children draw on their learning from session 2.</p> <p><i>Why is the earth special?<br/>The earth is wonderful. There are many beautiful animals. There is a lot of things to do. You can learn a new language. You can eat new food and climb snowy mountains.</i></p>       | <p>Children continue their leaflet, drawing on their learning from session 4 and 5, including expanded noun phrases and prepositions.</p> <p><i>Why is the earth special?<br/>The earth is very special because there are many different landscapes around the world. Jungles have lush, thick rainforest canopies. You can see bright, spotted leopards and bright, hairy orangutans in the depths of the jungle. The earth has high, white mountains and eagles that soar high above them. You can swim in the ocean and blow bubbles with the whales.</i></p>  |
| <p>Session 12</p> <p>Y1) To use factual statements to write an informative leaflet</p> <p>Y3) To use technical vocabulary to continue writing an informative leaflet</p> | <p>For the next section of their informative leaflet, children draw on their learning from session 3.</p> <p><i>What is an endangered animal?<br/>Zebras are endangered animals. Zebras live in Africa. They have a black and white, striped coat. Zebras eat grass and tree bark.</i></p>                                | <p>For the next section of their informative leaflet, children draw on their learning from session 3. Encourage children to use technical vocabulary from their glossary and to use the apostrophe to show possession.</p>  |
| <p>Session 13</p> <p>Y1) To use 'and' and 'because' to continue writing an informative leaflet</p> <p>Y3) To continue writing an informative leaflet</p>                 | <p>For the next section of their informative leaflet, children draw on their learning from session 7 and 8.</p> <p><i>How can we heal the earth?<br/>Grow more flowers because they give bees food.<br/>Pick up litter from the beach because it keeps them clean.<br/>Use less plastic and recycle your rubbish.</i></p> | <p>For the next section of their informative leaflet, children draw on their learning from session 7 and 8. Can children use -ly suffixes to add more emphasis? Could children have a go at using some modal verbs to emphasise certain points?</p> <p><i>What are some of the problems?<br/>There are many problems facing our earth. Shockingly, the world is heating up because there are more dirty fumes and gases in the air. If the ice sheets melt, then polar bears and other animals will sadly lose their homes. The earth is in trouble but it is not too late if we act urgently.</i></p> <p><i>What are some of the solutions?<br/>People are hurting the earth but people can also heal the earth. Because we need to reduce the amount of cars on the road, we must walk to school.</i></p> |



| Session/Learning Objective  | Additional Year 1 Suggestions  | Additional Year 3 Suggestions   |
|---|--|---|
| <p>Session 14</p> <p>Y1) To complete, edit and publish my work</p> <p>Y3) To complete, edit and publish my work</p> | <p>Children look back over their writing and check they have used capital letters and full stops in the correct places. Children publish their writing as a leaflet.</p>   | <p>Children write their conclusions. Encourage children to use the conjunction 'if' to write a slogan for the Explorers' Club.</p> <p><i>Conclusion</i><br/> <i>Have you learned anything new? Do you want to learn more? Read these websites for more information. Make sure that you spread the word and check to see if your school is protecting the environment.</i></p> <p><i>If we act now, then there is still time.</i></p>  |
| <p>Session 15</p> <p>Y1) To write an aspirational letter</p> <p>Y3) To write an aspirational letter</p>             | <p>As outlined in the session, children use Tessa's letter to write a letter to the earth about what they'd like to do when they are older. Draw on their learning from session 5.</p> <p><i>Dear Earth,</i></p> <p><i>When I grow up, I will eat my dinner at a fancy restaurant. I will walk through the desert and ride a white horse. I will drive a big truck around the world. When I grow up, I will be brave and bold.</i></p> | <p>As outlined in the session, children use Tessa's letter to write a letter to the earth about what they'd like to do when they are older. Encourage children to use wider range of adverbials of time and manner. Draw on their learning from session 6.</p> <p><i>Dear Earth,</i></p> <p><i>We know a lot about you and you are wonderful! One day, when I am an adult, I'm going to be an explorer. I want to travel to London and go to the theatre. I'd cycle all around London and take a red bus excitedly around Trafalgar Square. I'd love to explore hot countries. Eagerly, I'd travel to China and sit with the pandas. My heart would sing as loudly as a choir. When I grow up, I'd write books of my own...</i></p> |



# Glossary

**Zone of Relevance** – This is a strategy for activating 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.

**Book Talk** – ‘Book-talk’ is about the ability to talk about books. Children develop the confidence to offer their 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, deepen their understanding, shift their ideas, think together as a group and move comprehension forwards.

**Grammar Splat** – Children use the text to identify words within 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. This can be displayed on the working wall.

**Independent Writing** – Children write independently following the teacher input. Before writing, children are reminded of the specific writing focus and given models of quality examples, including those developed in class. The working wall can provide prompts for writing and be used to display examples of children’s work. Some children may still require support during independent writing.

**Teacher-in-Role** – The teacher takes on the role of a character from the text. Children ask the character questions, and the teacher responds in role. This technique can be used to explore the thoughts, motivations and responses of a character and can be the starting point for children writing in role.

**Writing-in-Role** – Whilst in role, the teacher models writing as a character from the story, using the first person and in the character’s ‘voice’. They can include the character’s thoughts and feelings and ask questions about events that have happened.

**Editing and Improving** – This is an important part of the writing process where children develop their checking and revising skills. Teachers can show examples to the whole class so that children can talk about their writing, e.g. using a visualiser. The process of editing can be modelled ‘live’ in front of children, focusing on a specific objective, for example fronted adverbials, accuracy of punctuation, tense etc and changes made to improve the quality and consistency of the writing. Children can mark any changes in a different colour to highlight where they have made improvements to their own writing.

**Publishing** – At the end of the writing process, and after editing, children have the opportunity to create a final version of their work for display. Decisions can be made with children about the best ways to publish their writing, for example as a leaflet, a newspaper article (in columns, with headline and images), as a book or class book etc. Published work can also be performed for an audience or recorded. Appropriate materials should be provided, e.g. coloured pens, paper, card, props or recording equipment.

**Instant Publishing** – This happens within the writing process and provides immediate context for children’s writing ‘in the moment’. For example, an urgent email or a letter; a diary entry about an event that has happened; a short news report about a dramatic happening, or a missing poster to find someone or something quickly. Appropriate materials should be provided to make children’s writing feel authentic, e.g. airmail paper, poster paper and pens, postcards etc. Writing can be displayed or stuck straight into children’s books.

## Shared writing (may refer to):

**Modelled Writing** – The teacher demonstrates the writing process by explaining and talking aloud as they write, focusing on including new and difficult aspects of writing; transforming the plan into writing; rehearsing, evaluating and rereading; and referring to checklists, scaffolds and models.



# Glossary

**Teacher as Scribe** – Children offer their suggestions to the teacher who takes on the role as editor and scribe. The focus remains clearly on the objective and children should be encouraged to rehearse sentences and reconsider weak suggestions before offering them to the class. The teacher should maintain a lively pace and interactive teaching style throughout.

**Supported Writing** – Children practice trying out words, sentences or paragraphs on whiteboards. This could be during whole class or group work and a range of strategies such as writing partners, working from a model text, using writing frames, paragraph pointers or sentence prompts can be used.



# Grammar splats

## Noun

A noun is a word that refers to somebody or something.

Names of people and places are called Proper Nouns

In the sentence '*My older sister won some money in a competition*', '*sister*', '*money*' and '*competition*' are nouns.

## Adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence.

They are sometimes (but not always) 'ly' words.

In the sentence, '*I really enjoyed the party*', '*really*' is an adverb.

## Verb

A verb is a word that expresses an action, a happening, a process or a state.

Some people think of it as a 'doing' or 'being' word.

In the sentence, '*Mark is tired and wants to go to bed*', '*is*', '*wants*' and '*go*' are verbs.

## Adjective

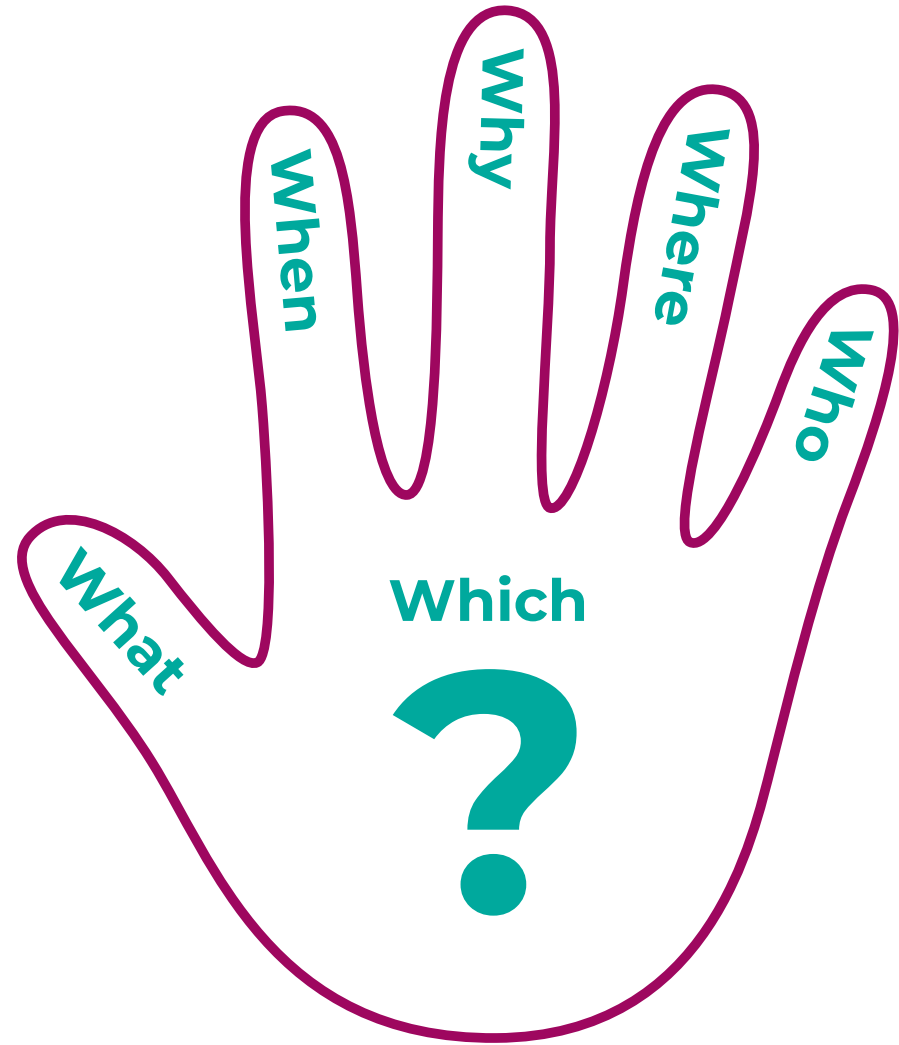
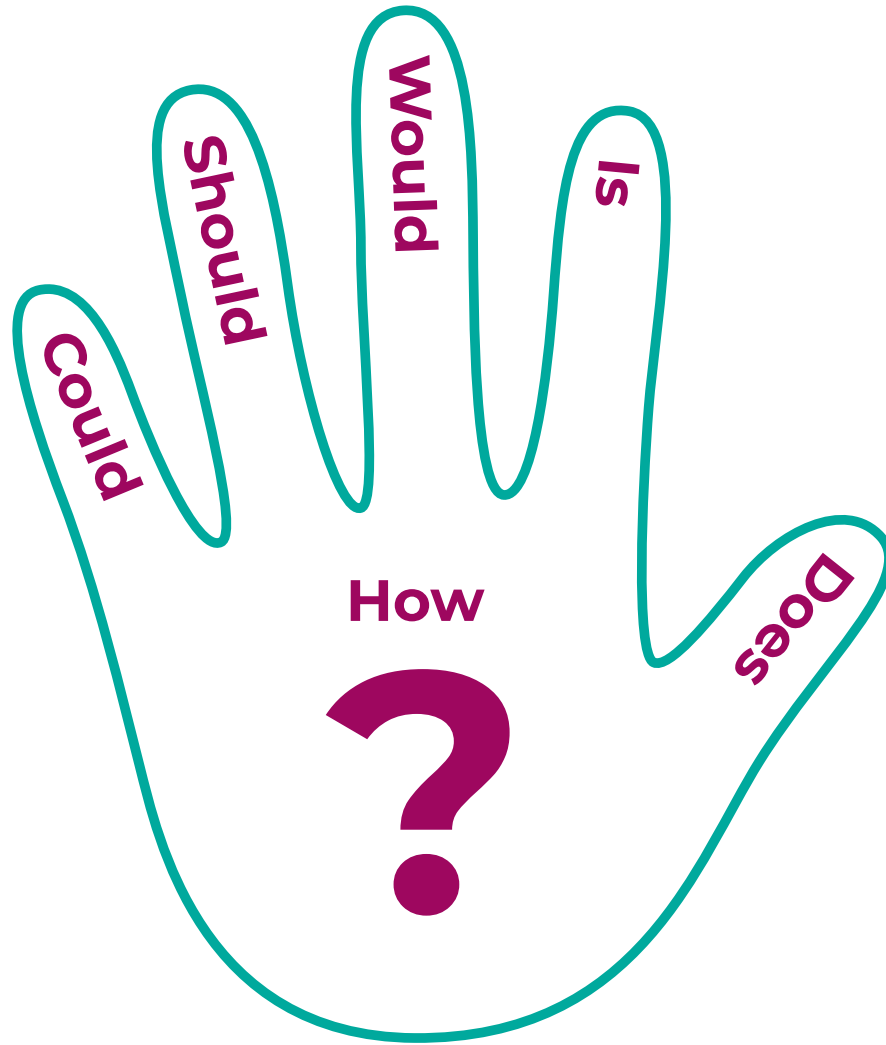
An adjective is a word that describes a noun (somebody or something).

*Old, blue, busy, careful and horrible* are all adjectives.

Adjectives either come before a noun, or after verbs.

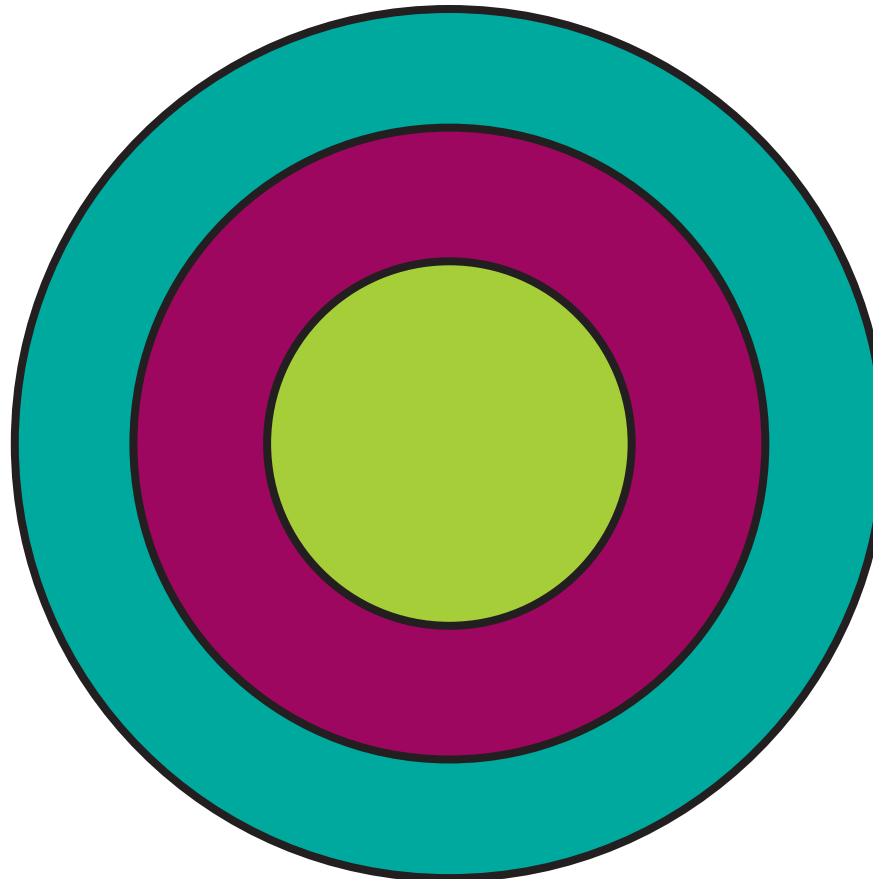


# Talk to the hand



# Zone of relevance

|            |            |            |           |
|------------|------------|------------|-----------|
| thundering | wonderful  | deep       | swirling  |
| prickly    | screeching | gigantic   | lush      |
| bright     | high       | snowy      | sparkling |
| sandy      | powerful   | busy       | sparse    |
| frozen     | humid      | refreshing | colourful |



# Add an ending

The world is heating up because

If the ice sheets melt

When you visit the beach

People are hurting the earth but

The earth is in trouble but

Growing flowers is important because

There is so much plastic in the ocean that

So many harmful gases are in the air that



# Letter from Tessa

Dear Year 2s,

I heard you have been dreaming about being explorers and protecting the earth. I want to see and travel all over the world but I am really worried that the world is hurting. What can we do to protect our precious planet?

Can you create a leaflet that will inform people about the problems the earth faces and what they can do to help?

Yours, Tessa



# Planning template

