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| Key Stage: Upper KS2 Y5/6 Genre: Fiction  Text: *The Wolves of Currumpaw* by William Grill  and *Wild Animals I Have Known* by Ernest Thompson Seton Length of sequence: 3 weeks  **Key learning outcome:**  **To retell another author’s story** | | |
| **Elicitation task:**  Use a previous narrative outcome to identify elements that need to be developed in this sequence. | | |
| **Medium-term plan** | | |
| **Reading**  Maintain positive attitudes to reading and understanding of what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes.   Understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning. | **Writing**  Plan writing by:   * selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary.   Draft and write by:   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).   Evaluate and edit by:   * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * proofreading for spelling and punctuation errors. | **Grammar**  Develop understanding of the concepts set out in English Appendix 2 by:   * recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) * using expanded noun phrases to convey complicated information concisely (Y6) * using layout devices (e.g. headings, subheadings, columns, bullets and tables to structure text) (Y6).   **Terminology**  Y4 revision: clause, expanded noun phrase, adverb  Y6: colon |
| **Spoken language**  Pupils should be taught to:   * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * select and use appropriate registers for effective communication. | | |

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| **Age-related learning outcomes** | | | | | |
| **Working at national standard** | | | **Working at greater depth within the national standard** | | |
| * Retell a story, creating atmosphere, and sharing and developing detail to engage the reader. * Use a wide range of ways to create a cohesive flow in the text. * Create an atmosphere that shows a period of time or an emotion. * Use adverbs to show *how* and *when*. | | | * Use colons to demarcate the boundaries of independent clauses. * Show shifts in formality through the use of dialogue. | | |
| **Guided group writing targets** | | | | | |
| **Group 1** | **Group 2** | **Group 3** | | **Group 4** | **Group 5** |
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| **Teaching** | | | | | |
| **Familiarisation/Immersion in text/Analysis**  This sequence focuses on the way that Grill retells Thompson Seton’s story in his own way, with illustrations. You could use a different Seton story at the Practising writing and Independent writing phases, as this sequence does. However, you could use a completely different story/author in both phases, such as a retelling of a Shakespeare tale or your pupils’ favourite authors. Whatever story you decide to retell, the framing of illustrations and the use of colour that Grill employs to convey meaning is an important element of the sequence.  Capture learning about the text to construct a writerly knowledge chart with pupils.  **Learning about the text**  **Reading**   * Read the Thompson Seton story of *The Wolves of Currumpaw* and discuss responses. Complete a likes/dislikes/ patterns/puzzles chart about it. * Share Grill’s book and discuss how similar or not this is to Thompson Seton’s story. Pupils could have photocopies of the texts and highlight the similarities. Discuss and write about the parts that Grill did and did not use. * Learn and remember a part of the story depending on the aspects you want pupils to include in their writing. Use a map and actions, or other strategies that engage the pupils. * Explore the framing of images. What are the different layouts/frames? Record them on the working wall with comments about why this pattern has been used. * What are the main colours used in the text? Why is this? Pupils think of other stories that they know and what the predominant colour might be and why. You may choose to ask pupils to write about this. (This could be good evidence for your reading assessments.) | | | | | |

* Put pupils into pairs and ask them to take on the role of interviewer and Thompson Seton. Interview each other. In role as Seton, pupils could write down their thoughts about what he did.
* Explore the use of dialogue in the text. Why is it there and what does it do? How are the sentence structures in the dialogue different to the narrative ones?

## Grammar

* How does Grill include a significant amount of detail in his story? Provide pupils with a set of nouns about which they have to find noun phrases in the text (e.g. *king*, *pack*, *ruler*, *naturalist*, *drawings*, *artist*, *collar*, *wolf*). Share findings and analyse constructions for pre- and post-modification. Show images of crows (this

story will be used in the Practising writing phase) and describe them using a range of noun constructions.

* Grill uses several multi-clause sentences to provide a significant amount of detail in the retelling of the story. Use the two sentences that include colons. Explore these by highlighting the word/phrase in the first clause that the second one elaborates (e.g. *Old Lobo commanded a sleek and well-conditioned* ***pack****: each of them was a wolf of renown*).
* Provide pupils with the first clause of a sentence and ask them to use a colon and then write the second clause to elaborate. Model this first (see below for first clauses). Consider the effectiveness of the sentences to add detail without using too many words.
* There are many adverbs in the text. Ask pupils to identify them and to list them alphabetically. Again they add a level of detail without using too many words. Where in the sentences does Grill use these adverbs? (Often before or after the verb, and sometimes at the start of the sentence.)
* Using the list of adverbs, sit in a circle and try to tell a story sentence by sentence that pupils know well. Each pupil tells one sentence but must try and include an adverb in it.

# Practising writing

Decide whether you want pupils to retell another of Seton’s stories or a completely different story. Other stories by Seton are used below.

* Choose a different story (e.g. *Silverspot: The Story of a Crow*) and read it to the class. Discuss responses to it.
* Plot the story on the Text structure chart and decide how to retell it. In this instance, the point of view will be changed and the crow will tell the story. A timeline may be the best format for plotting the significant events.
* Using Seton’s version, discuss the words/phrases that pupils want to magpie, then collect them.
* Look at the events on the timeline and think about the different layouts used in the book. Which formats would best suit which parts of the story? For example, the part where Seton explains that the crow flies the same route but it is now built up with houses could be shown through a series of small images, 3 x 3, with the crow flying and more houses appearing in each little picture.
* Act out some of the events in the story with pupils (e.g. where the crow is likened to a lieutenant leading his army). What dialogue might be added to the story? Model how to record it for those who need help with this.
* Retell the story sentence by sentence, taking it in turns to say a sentence and ensuring that the story is told from the crow’s point of view. Where is more detail needed? Create and map extra detail to be added to parts of the story. Retell these parts, ensuring that the grammar elements taught earlier in the sequence are included.

## Shared writing

* Model writing the text, focusing on the elements that were recorded on the writerly knowledge chart.
* Model rereading writing and improving it related to a particular focus.
* If there is time, pupils could create the images to go on each page, thinking about the layout and use of colour.

Provide feedback about aspects children need to develop further when they write independently.

# Independent writing

* Pupils choose another of Seton’s stories from the book and decide how they will retell it.
* Plot the new text, deciding on the most appropriate layout of the pages.
* Magpie words and phrases from the story to use, then list them.
* Practise retelling the story to a small group of friends.
* Support pupils writing the text through revising and editing it to include the elements taught throughout the sequence.
* Compare and comment on the progress made from the elicitation task to the Independent writing.
* Proofread writing for spelling and punctuation errors.
* Create a book and illustrate it, thinking about the layout and colour choices.

## Writerly knowledge chart

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| **Reader’s response** | **How did the author do that?** | **Examples** |
| Detail in the story | A range of ways of creating multi-clause sentences:   * present participle clauses * subordinate clauses first * colons to link a clause that gives greater detail to the previous one * semi-colons * dashes * emotions shown through verbs at beginning * past participle clauses   Simple sentences with lists  Use of speech to emphasise a point  Technical vocabulary  Use of questions to show the doubt that the hunter had  Noun phrases  Use of adverbs to tell us how/when something happened | Using the technique of a master trapper (page 33)  When morning came (page 34)  Page 32  Page 13: second clause details the pack; page 14 details the sum of money  Pages 40 and 58  Pages 61 and 63 Exasperated and ashamed (page 18)  Page 29 determined,  page 45 encumbered,  Pages 33 and 36, which varies the formality  Capturing, bounty, den, exasperated  Page 6: the dying dates of the old west, the vast and changing landscape, Old Lobo or the king, as the natives called him (page 11)  slowly, simply, gradually, eventually, desperately, carefully |

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| Flow of the story across a length of time | Connecting adverbials  Use of pronouns to refer back to nouns  Subordinate clauses of when, first, in sentences | At night, one day, at nightfall, the following year, by the age of 33 |
| Atmosphere of a time disappearing | Technical vocabulary. Framing of images.  Use of colour.  Words and phrases to show the passing of time. | once, began to change (page 5), began to change (page 5), the dying days (page 6), a few, however (page 7) |

**First clauses to use with colons**

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| Old Silverspot was the leader of a large band of crows: |
| One morning I was out in the grey dawn: |
| He had many adventures and escapes: |
| The old nest on Sugar Loaf Hill is now abandoned: |
| There is only one time when a crow is a fool: |