

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – Fly Eagle Fly

Term – Autumn 2

Overview

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
A7	POR S1 focus vocab work definitions of new language	POR S2-3 focus story structure- opening build up problem resolution ending	POR S4 plus language focus of creating imagery	SPAG focus – descriptive language adverbials and expanded noun phrases	Comprehension focus – stem questions focused on how it makes reader feel	Fly, Eagle, Fly By Christopher Gregorowski	Retelling of a problem / resolution story	
A8	SPAG focus – model direct speech POR S6	Shared writing – how is the friend feeling – role play emotive language	Shared writing – an effective opening and build up	Shared writing – an effective problem and resolution	Shared writing – an effective ending – model of edit and improve			
A9	SBW – barriers specific to class			POR S12-15 - Plan story – ensure all parts clear opening, build up problem resolution ending - role play Independent writing – story from friends perspective – edit and improve – self assessment against success criteria – assessment opportunity				
A10	POR S7-8 model letter home	SPAG focus – structure of a letter – text and language features	SPAG focus – conjunctions	Shared writing add additional paragraph to original model	Comprehension – POR S11			Informal letter
A11	SBR – barriers specific to class	Shared writing – write a letter to a friend responding to their letter -	Planning a letter – using success criteria	Independent writing letter from wife back to friend – informal	Edit and improve – reflection of learning opportunity			
A12	POR S5 model an eagle poem based on language from story	SPAG focus – personification and alliteration	POR S5 brainstorm language for a different animal	POR S5 shared writing of class poem based on model using ideas for other animal	POR S5 independent poem on different animal own choice edit and improve (Hot task)			Nature poetry
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
Sp1	POR 1 predicting	POR 2 role on the	Read model text	Tadpole	POR 10 Read text	One Plastic	Instructional	

Writing outcomes and SPAG focus

Writing outcomes

- * Retelling – problem / resolution story
- * Informal letter
- * Nature poetry

SPAG focus

- * Adverbials and expanded noun phrases
- * Direct speech
- * Subordinating conjunctions
- * Personification and alliteration

NC objectives

National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

Problem / Resolution Story Expectations Y3

Use time, place or weather to orientate the reader

Explain how the character feels

Show through actions how a character has changed

Use dramatic speech to warn characters

Describe a character's emotions using senses

Select powerful, precise and well-chosen language to describe

Use expanded noun phrases to describe

Use speech sparingly

Use dialogue to suggest how a character feels

Use short sentences for effect

Use empty words

Opening - Main character is introduced

Build up - Main character goes to a new setting

Problem - There is a problem

Resolution - There is a resolution

Ending - Main character is happy again#

Genre objectives

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

Poetry Expectations Year 3

Describe the effect a poem has and suggest possible interpretations

Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes

Explain the pattern of different simple forms

Perform individually or chorally

Vary volume, experimenting with expression and use pauses for effect

Use actions, voices, sound effects and musical patterns to add to a performance

Invent new similes and experiment with word play

Use powerful nouns, adjectives and verbs

Experiment with alliteration

Write free verse

Borrow or create a repeating pattern

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

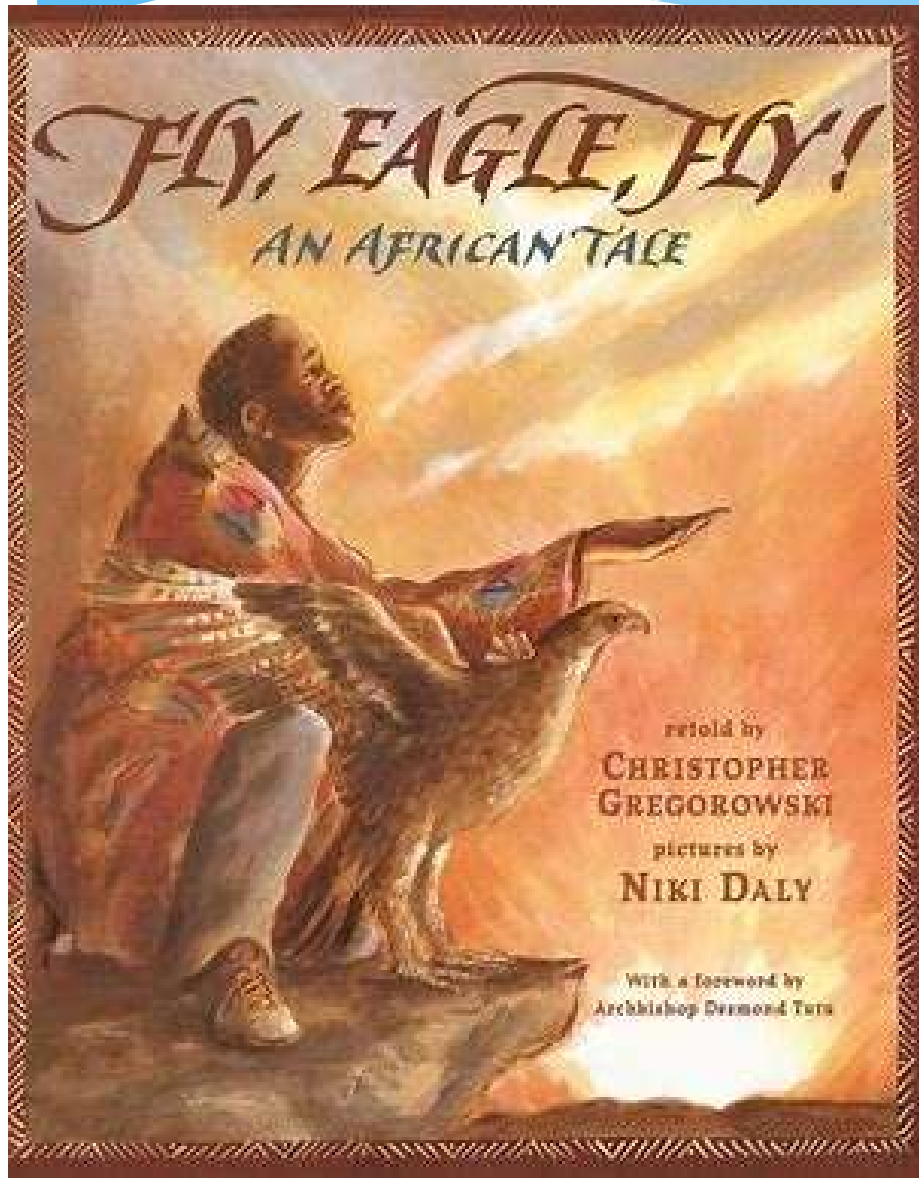
Please read the POR unit plan in full

- * Link below
- * <https://clpe.org.uk/system/files/Fly%2C%20Eagle%2C%20Fly%21%20TS.pdf>

Week 1 Monday

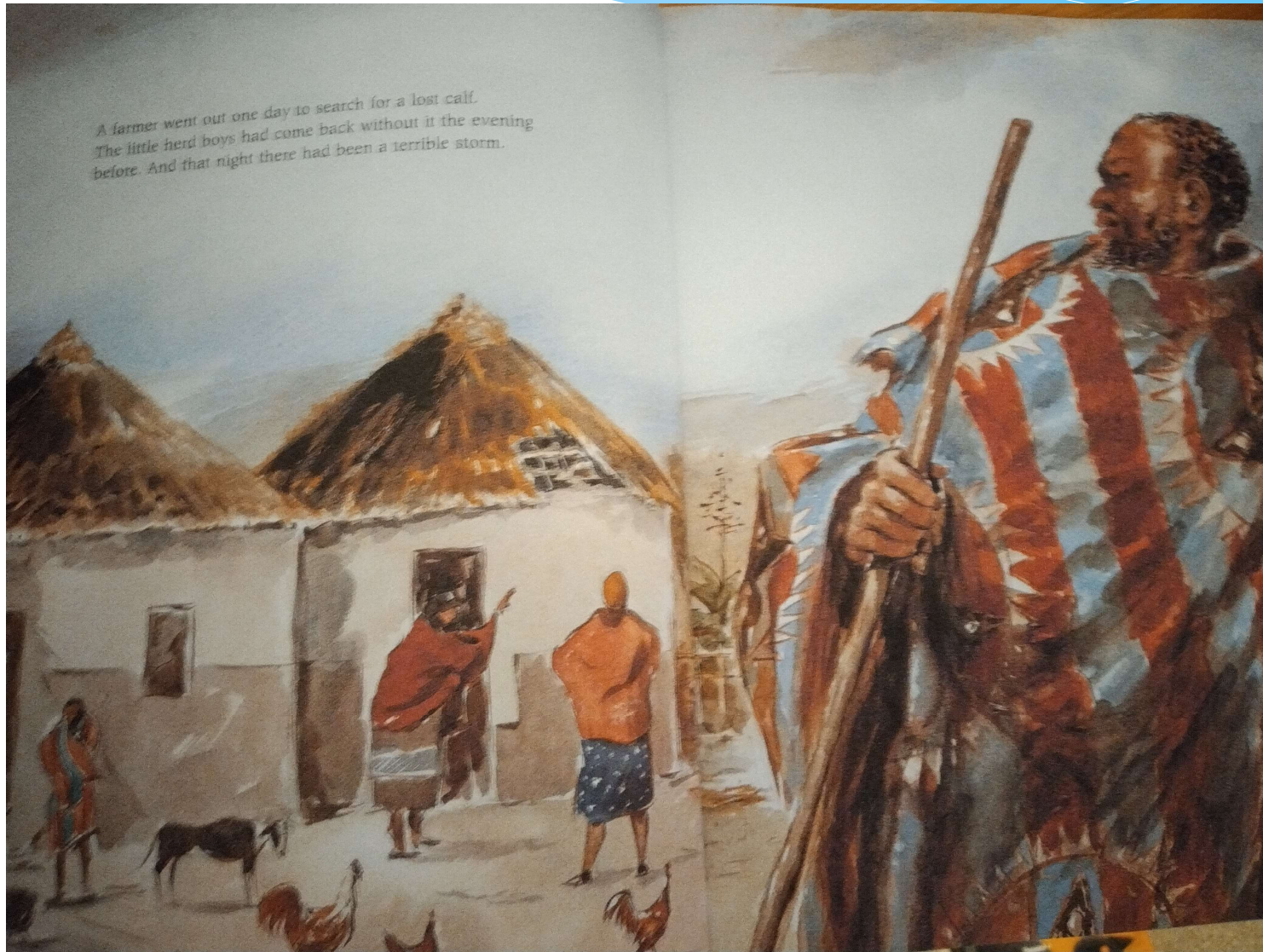
- * Learning Outcome / Objective
- * I can give personal responses to text.
- * I can use new vocabulary in context to show understanding.

Look at the title. Think about where this book comes from, why Christopher Gregorowski is retelling it and where the story is set.



- * oral story telling
- * moral - lesson to learn

Look at the first page spread.
What predictions can you make about this story?



South Africa climate / landscape



What about our
predictions now?

Look at the
images and
illustrations.

When a baby eagle is blown from its nest,
a farmer raises it with his chickens.
But will this eagle be forever limited
to life in the farmyard or will it learn
to follow its destiny in the skies?

With a foreword by Archbishop Desmond Tutu
this dramatically told African story
will inspire children everywhere to
“lift off and soar”.

“A powerful celebration of the human spirit”
Booklist

“A superb inspirational picture book”
Publishers Weekly



ISBN 0-7112-1730-0



9 780711 217300

F

FRANCES LINCOLN
CHILDREN'S BOOKS

www.franceslincoln.com

Archbishop Desmond Tutu wrote the foreword



Desmond Tutu was born on 7th October 1931. He was a South African Anglican cleric and theologian, known for his work as an anti-apartheid and human rights activist. He was the Bishop of Johannesburg from 1985 to 1986 and then the Archbishop of Cape Town from 1986 to 1996, in both cases being the first black African to hold the position. In 1984 he won the Nobel Peace Prize.

‘we are not mere chickens but eagles destined to soar to sublime heights...’



He went to the valley and searched. He searched by the river-bed. He searched among the reeds, behind the rocks and in the rushing water.

He wandered over the hillside and through the dark and tangled forests where everything began, then out again along the muddy cattle tracks.





One day a friend dropped in for a visit. He and the farmer sat at the door of the kitchen hut, smoking their pipes.

The friend saw the bird among the chickens. "Hey! That's not a chicken. It's an eagle!"

The farmer smiled at him and said, "Of course it's a chicken. Look - it walks like a chicken, it eats like a chicken. It *thinks* like a chicken. Of course it's a chicken."

But the friend was not convinced. "I will show you that it is an eagle," he said.

"Go ahead," said the farmer.

The farmer's children helped his friend catch the bird.
It was fairly heavy but he lifted it above his head and
said, "You are not a chicken but an eagle. You belong
not to the earth but to the sky. Fly, Eagle, fly!"
The bird stretched out its wings as the farmer and
his family had seen it do before. But it looked about,
saw the chickens feeding, and jumped down to
scratch with them for food.
"I told you it was a chicken," the farmer said,
and he roared with laughter.



Tell me...

- * What do you like about the story?
- * What do you dislike about the story?
- * What patterns could you see within the story?
- * What puzzled you in the story?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can map out the story in sequence.
- * I can justify my personal preferences.

Listen to the story again...

* https://youtu.be/_Bgl4tVcRHs

Let's pause it to talk about different elements together.

Story mapping...

Opening	Build up	Problem	Resultion	Ending

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can speak with confidence and accuracy.
- * I can use prosody to aid understanding.
- * I can recognise language that creates imagery.

Model text

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

Months passed, the eagle grew living on scraps given to the chickens and although it looked different to the other birds, it behaved exactly as they did. One morning, a friend arrived and noticed the eagle for the first time. "Hey! That is not a chicken, it is an eagle!" The farmer looked at his friend and told him that he was wrong. He spoke of how the eagle acted as a chicken, so was indeed a chicken. Not convinced, the friend vowed to show that the eagle would fly like it should.

Carefully, the friend raised the large bird aloft in the air and cried, "You belong to the sky, fly eagle fly!" The bird looked about, jumped down to the floor and began to scratch at the ground as the chickens were doing. Determined, the friend set about climbing on top of the slippery thatch of the tallest hut with the eagle under his arm. Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!" Again, the eagle looked about, jumped down to the floor and began to scratch the ground as the chickens were doing. Not deterred, the friend left the village that day deep in thought with plans of how to help the eagle soar.

Before dawn on the very next day, the friend came and collected the eagle. Again, he placed it carefully under his arm and marched off towards the mountains. The farmer was intrigued and followed closely behind moaning because of the early hour he was awoken. They trekked through the deep valley, up the steep hillside, through the tangled wood, along the cattle tracks and finally reached the mountain's rocky cliffs where he found the eagle chick months earlier. They reached the top just as the sun was rising on the horizon. Carefully, the friend carried the bird onto a ledge. He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

With the golden sun dazzling them, the farmer and his friend watched as the great eagle rose higher and higher into the sky, never again to live among the chickens.

Opening

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

Build-up

Months passed, the eagle grew living on scraps given to the chickens and although it looked different to the other birds, it behaved exactly as they did. One morning, a friend arrived and noticed the eagle for the first time. “Hey! That is not a chicken, it is an eagle!” The farmer looked at his friend and told him that he was wrong. He spoke of how the eagle acted as a chicken, so was indeed a chicken. Not convinced, the friend vowed to show that the eagle would fly like it should.

Problem

Carefully, the friend raised the large bird aloft in the air and cried, “You belong to the sky, fly eagle fly!” The bird looked about, jumped down to the floor and began to scratch at the ground as the chickens were doing. Determined, the friend set about climbing on top of the slippery thatch of the tallest hut with the eagle under his arm. Again, he rose the eagle aloft and cried, “You belong to the sky, fly eagle fly!” Again, the eagle looked about, jumped down to the floor and began to scratch the ground as the chickens were doing. Not deterred, the friend left the village that day deep in thought with plans of how to help the eagle soar.

Resolution

Before dawn on the very next day, the friend came and collected the eagle. Again, he placed it carefully under his arm and marched off towards the mountains. The farmer was intrigued and followed closely behind moaning because of the early hour he was awoken. They trekked through the deep valley, up the steep hillside, through the tangled wood, along the cattle tracks and finally reached the mountains rocky cliffs where he found the eagle chick months earlier. They reached the top just as the sun was rising on the horizon. Carefully, the friend carried the bird onto a ledge. He said, “Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!” and as the sun soared into the blue sky, so too did the majestic eagle.

Ending

With the golden sun dazzling them, the farmer and his friend watched as the great eagle rose higher and higher into the sky, never again to live among the chickens.

Language that might have been picked out to support with images.

the storm clouds finally moved away behind the mountains

the deep valley by the river-bed reeds where water rushed and crashed against the rocks

the steep hillside

through the dark, tangled forests

along the muddy cattle tracks

the long thatch grass that grew taller than his head

high on the slopes of the mountain's rocky cliffs that rose towards the sun

the slippery thatch of the tallest hut

the deep valley

the steep hillside

the tangled wood

the cattle tracks

the mountain's rocky cliffs

the sun soared into the blue sky

the golden sun dazzling

Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise and use expanded noun phrases to support imagery.
- * I can recognise and use adverbials to support imagery.
- * I can recognise a variety of language and text features from the model text.

Model text

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

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Opening

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

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Expanded noun phrases

determiner adjective noun

the storm clouds
his small village
a lost calf
the deep valley
the river-bed reeds
the steep hillside
the dark, tangled forests
the muddy cattle-tracks
the long thatch grass
the slopes of the mountain's rocky cliffs
the baby eagle

Types of Determiners

Articles

a
an
the



Possessives

my, your,
his, her, its,
our, their,
whose



Demonstratives

this
that
these
those



Numerals

one
two
three
four



Ordinals

first
second
third
fourth



Quantifiers

a few, another,
several, much,
many, a lot of, any,
some, very



Types of adjectives

CONDITION

- ✓ Alive
- ✓ Annoying
- ✓ Bad
- ✓ Better
- ✓ Beautiful
- ✓ Brainy
- ✓ Breakable
- ✓ Busy
- ✓ Careful
- ✓ Clever
- ✓ Crazy
- ✓ Dead
- ✓ Easy
- ✓ Expensive
- ✓ Fragile
- ✓ Frail
- ✓ Helpful
- ✓ Gifted
- ✓ Modern
- ✓ Open
- ✓ Real
- ✓ Super

SIZE

- ✓ Big
- ✓ Colossal
- ✓ Fat
- ✓ Gigantic
- ✓ Great
- ✓ Immense
- ✓ Large
- ✓ Little
- ✓ Mammoth
- ✓ Massive
- ✓ Miniature
- ✓ Petite
- ✓ Puny
- ✓ Scrawny
- ✓ Short
- ✓ Small
- ✓ Teeny
- ✓ Tiny

APPERANCE

- ✓ Adorable
- ✓ Adventurous
- ✓ Aggressive
- ✓ Alert
- ✓ Attractive
- ✓ Average
- ✓ Beautiful
- ✓ Blue-eyed
- ✓ Bloody
- ✓ Blushing
- ✓ Bright
- ✓ Clean
- ✓ Clear
- ✓ Cloudy
- ✓ Colorful
- ✓ Crowded
- ✓ Cute
- ✓ Dark
- ✓ Drab
- ✓ Distinct
- ✓ Dull
- ✓ Elegant

FEELING

- ✓ Angry
- ✓ Arrogant
- ✓ Awful
- ✓ Black
- ✓ Bored
- ✓ Confused
- ✓ Cruel
- ✓ Dizzy
- ✓ Evil
- ✓ Grumpy
- ✓ Lazy
- ✓ Naughty
- ✓ Nutty
- ✓ Terrible
- ✓ Tired
- ✓ Upset
- ✓ Wicked
- ✓ Worried

SHAPE

- ✓ Broad
- ✓ Chubby
- ✓ Crooked
- ✓ Curved
- ✓ Deep
- ✓ Flat
- ✓ High
- ✓ Hollow
- ✓ Low
- ✓ Narrow
- ✓ Round
- ✓ Shallow
- ✓ Skinny
- ✓ Square
- ✓ Steep
- ✓ Straight
- ✓ Wide

SOUND

- ✓ Deafening
- ✓ Faint
- ✓ Harsh
- ✓ High-pitched
- ✓ Hissing
- ✓ Hushed
- ✓ Loud
- ✓ Melodic
- ✓ Mute
- ✓ Noisy
- ✓ Quiet
- ✓ Raspy
- ✓ Resonant
- ✓ Shrill
- ✓ Soft
- ✓ Thundering
- ✓ Voiceless
- ✓ Whispering

TIME

- ✓ Ancient
- ✓ Brief
- ✓ Early
- ✓ Fast
- ✓ Late
- ✓ Long
- ✓ Modern
- ✓ Old
- ✓ Old-fashioned
- ✓ Quick
- ✓ Rapid
- ✓ Short
- ✓ Slow
- ✓ Swift
- ✓ Young

Types of Nouns

Type	Definition	Ex amples	
Common Noun	A common noun is a noun that refers to people or things in general.	Car 	Dog 
Proper Noun	A proper noun is a name that identifies a particular person, place or things. In written English, proper nouns begin with a capital letter.	Richard 	London 
Collective Noun	Collective nouns refer to groups of people or things.	Team 	Choir 
Compound Noun	Compound nouns refer to two or more nouns combined to form a single noun.	Schoolboy 	Orange juice 
Concrete Noun	A Concrete noun is a noun which refers to people and things that exist physically and can be seen, touched, smelled, heard, or tasted.	Building 	Beach 
Abstract Noun	An abstract noun is a noun that refers to ideas, qualities, and condition - things that can not be seen or touched and things that have no physical reality.	Time 	Friendship 
Countable Noun	Countable nouns are nouns that have a singular and plural form. In plural, these nouns can be used with a number - they can be counted.	Apples 	House 
Uncountable Noun	Uncountable nouns can only be used in singular. They can't be counted.	Money 	Water 

Other features

- * Expanded noun phrases are one example of how images are created by writers, have a look at some other techniques from our story.

Build-up

Months passed, the eagle grew living on scraps given to the chickens and although it looked different to the other birds, it behaved exactly as they did. One morning, a friend arrived and noticed the eagle for the first time.

“Hey! That is not a chicken, it is an eagle!” The farmer looked at his friend and told him that he was wrong. He spoke of how the eagle acted as a chicken, so was indeed a chicken. Not convinced, the friend vowed to show that the eagle would fly like it should.

Problem

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Adverbials

Fronted adverbials are words, phrases or clauses used at the beginning of a sentence to add information about the verb that follows. They can add information relating to time, frequency, place, manner or degree. Here are some examples of each:

TIME

Afterwards,
Already,
Now,
Soon,
After a while,
In the week,
On Tuesday,
Immediately,
As soon as she could,
Eventually,
Next year,
Before long,
In the morning,
All of a sudden,
Before that,
In the end,
Whenever you can,
This evening,
The other day,
After breakfast,
When you're ready,
In the evening,

FREQUENCY

Often,
Again,
Daily,
Twice a year,
Every second,
Consistently,
Rarely,
Once in a while,
Occasionally,
Never in my life,
Every second,
Weekly,
Sometimes,
Infrequently,
Every day,
Every other Monday,
When it suits you,
All day long,
In the night,
Once in a blue moon,
Every other year,
Weekly,

PLACE

There,
Upstairs,
Nearby,
Far away,
Down by the beach,
In the distance,
Under the sea,
Back at the house,
Somewhere nearby,
Under my bed,
North of here,
Around the corner,
Outside,
Here,
At the beach,
In the board meeting,
At the lecture hall,
Wherever you are,
At work,
In the office,
Everywhere she looked,
In the distance,

MANNER

Softly,
Without warning,
Nervously,
Unexpectedly,
As fast as she could,
Happily,
Without saying a word,
Courageously,
Carefully,
Briefly,
Suddenly,
Without a sound,
Unfortunately,
Like a boss,
Critically,
Hopefully,
Tragically,
Awkwardly,
Experimentally,
Assuredly,
Silently,
With confidence,

DEGREE

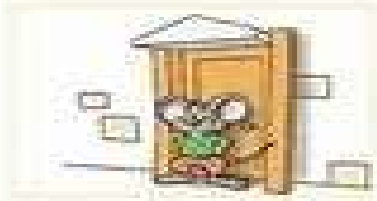
Much admired,
Barely concerned,
Just conscious,
Nearly asleep,
Almost unbelievably,
Purely practically,
Completely exhausted,
Quite understandably,
Obviously confused,
Utterly flustered,
Totally overwhelmed,
Maybe,
Perfectly content,
Decidedly unimpressed,
Vitaly,
Incredibly lucky,
Virtually unheard of,
Perhaps,
Incredibly confident,
Hardly making a sound,
Just arrived,
Newly released,

Resolution

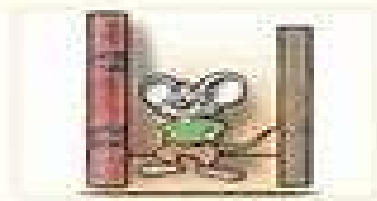
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Prepositions of Place

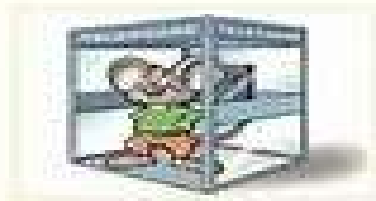
At



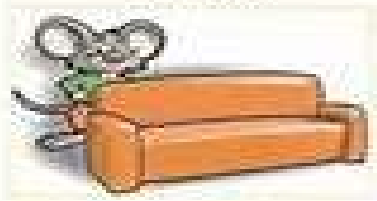
Between



In



Behind



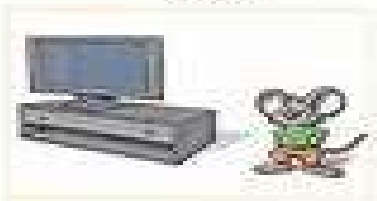
Under



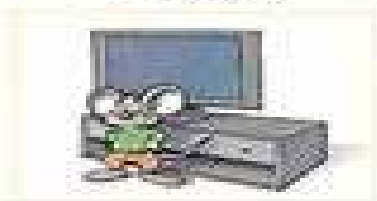
On



Near



In front of



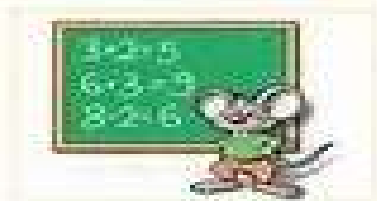
Next to



At home



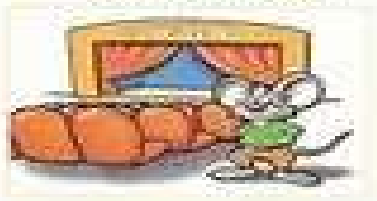
At school



At work



At the theatre



At the cinema



At the zoo



Prepositions

Ending

With the golden sun dazzling them, the farmer and his friend watched as the great eagle rose higher and higher into the sky, never again to live among the chickens.

Cohesion

- * Linking ideas

Colin went to the market. He bought a chicken.

Have a look at the model text and pick out features in different colours.

- * Create a key to show the features you have identified.

Week 1 Friday

- * Learning Outcome / Objective
- * I can use drama to show understanding of characters.
- * I can infer meaning from speech and actions of characters.
- * I can justify my ideas using P R E

Act out the model text again.

* Think about the farmer.

How does he feel at the start when searching for the calf?

How does he feel when he finds the eagle?

How does he feel when his friend tells him that the eagle must fly?

How does he feel watching the eagle act as a chicken?

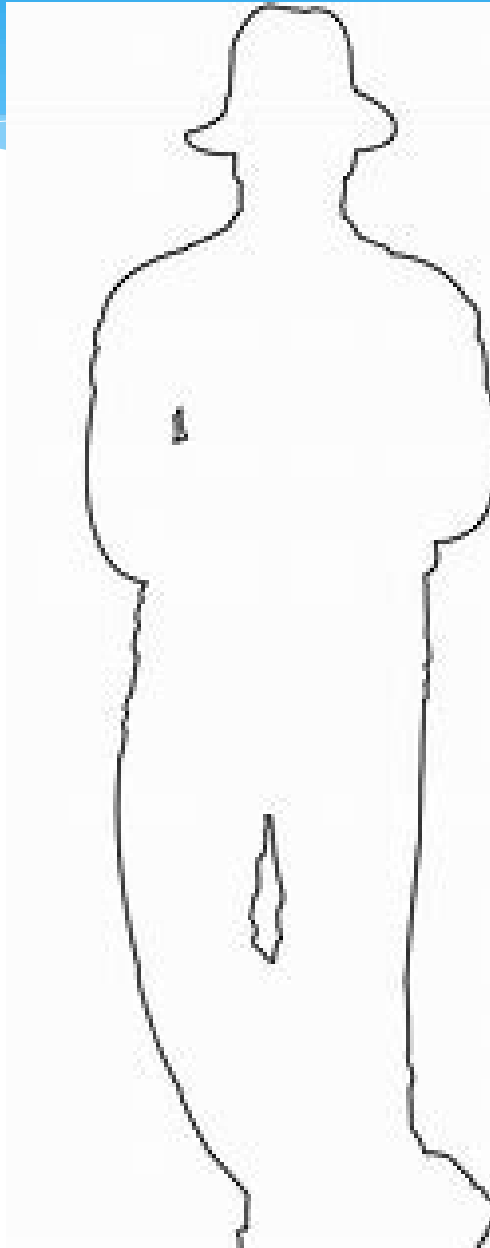
How does he feel as they walk towards the mountains with the eagle?

How does he feel as the eagle soars into the sky?

Role on the wall – the farmer

For all ideas give your point, then your reason and then use evidence.

e.g. The farmer is feeling like he will never find the calf. He searches for a long time. He says he feels lonely and he has travelled over valleys, forests and mountains.



Use colours for ideas at different points in the story.

Opening

Build-up

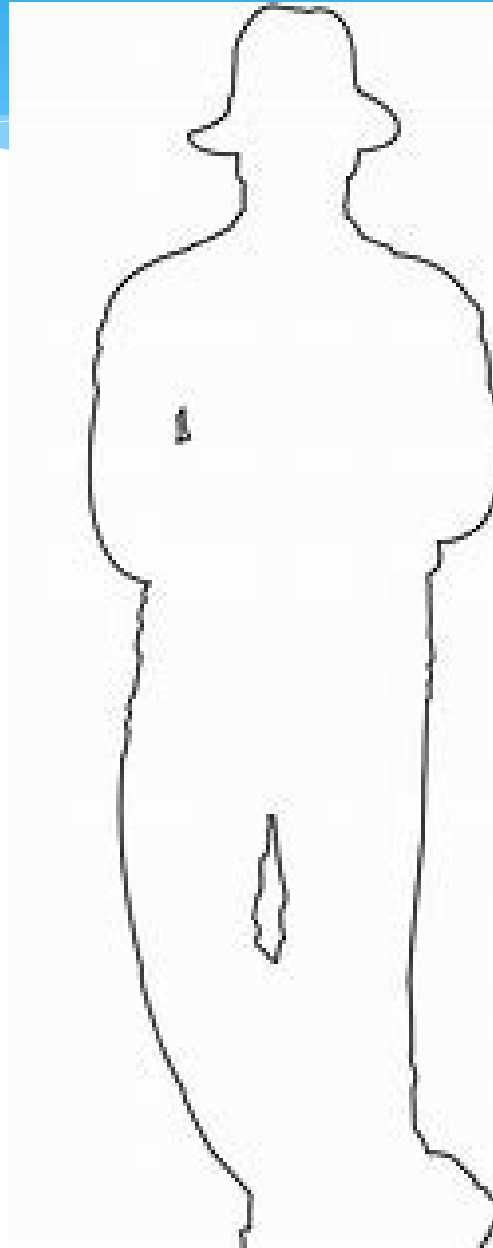
Problem

Resolution

Ending

Role on the wall – the friend

Independently,
complete a
role on the
wall for this
character.



Use colours
for ideas at
different
points in the
story.

Opening

Build-up

Problem

Resolution

Ending

Week 2 Monday

- * Learning Outcome / Objective
- * I can punctuate speech accurately.
- * I can use speech for impact.

Act out model text

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

Months passed, the eagle grew living on scraps given to the chickens and although it looked different to the other birds, it behaved exactly as they did. One morning, a friend arrived and noticed the eagle for the first time. "Hey! That is not a chicken, it is an eagle!" The farmer looked at his friend and told him that he was wrong. He spoke of how the eagle acted as a chicken, so was indeed a chicken. Not convinced, the friend vowed to show that the eagle would fly like it should.

Carefully, the friend raised the large bird aloft in the air and cried, "You belong to the sky, fly eagle fly!" The bird looked about, jumped down to the floor and began to scratch at the ground as the chickens were doing. Determined, the friend set about climbing on top of the slippery thatch of the tallest hut with the eagle under his arm. Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!" Again, the eagle looked about, jumped down to the floor and began to scratch the ground as the chickens were doing. Not deterred, the friend left the village that day deep in thought with plans of how to help the eagle soar.

Before dawn on the very next day, the friend came and collected the eagle. Again, he placed it carefully under his arm and marched off towards the mountains. The farmer was intrigued and followed closely behind moaning because of the early hour he was awoken. They trekked through the deep valley, up the steep hillside, through the tangled wood, along the cattle tracks and finally reached the mountains rocky cliffs where he found the eagle chick months earlier. They reached the top just as the sun was rising on the horizon. Carefully, the friend carried the bird onto a ledge. He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

With the golden sun dazzling them, the farmer and his friend watched as the great eagle rose higher and higher into the sky, never again to live among the chickens.

Look at this speech

“The eagle is the king of the birds but we shall train it to be a chicken,” he told the surprised villagers.

“Hey! That is not a chicken, it is an eagle!”

Again, he rose the eagle aloft and cried, “You belong to the sky, fly eagle fly!”

He said, “Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!” and as the sun soared into the blue sky, so too did the majestic eagle.

Create your own success criteria for accurately punctuating speech – what do you notice?

“The eagle is the king of the birds but we shall train it to be a chicken,” he told the surprised villagers.

“Hey! That is not a chicken, it is an eagle!” said the friend.

Again, he rose the eagle aloft and cried, “You belong to the sky, fly eagle fly!”

He said, “Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!” and as the sun soared into the blue sky, so too did the majestic eagle.

Did you notice...

the inverted commas around what is said

“The eagle is the king of the birds but we shall train it to be a chicken,” he told the surprised villagers.

“Hey! That is not a chicken, it is an eagle!” said the friend.

Again, he rose the eagle aloft and cried, “You belong to the sky, fly eagle fly!”

He said, “Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!” and as the sun soared into the blue sky, so too did the majestic eagle.

Did you notice...

the capital letter after the opening inverted comma

"The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

"Hey! That is not a chicken, it is an eagle!" said the friend.

Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!"

He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

Did you notice...

the closing punctuation before the closing inverted comma

“The eagle is the king of the birds but we shall train it to be a chicken,” he told the surprised villagers.

“Hey! That is not a chicken, it is an eagle!” said the friend.

Again, he rose the eagle aloft and cried, “You belong to the sky, fly eagle fly!”

He said, “Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!” and as the sun soared into the blue sky, so too did the majestic eagle.

Did you notice...

the lower case letter on the closing inverted comma if the sentence continues or the comma before the speech if the sentence starts before speech

"The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

"Hey! That is not a chicken, it is an eagle!" said the friend.

Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!"

He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

Did you notice...

the closing punctuation to end the complete sentence

"The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

"Hey! That is not a chicken, it is an eagle!" said the friend.

Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!"

He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

Now write your own speech that could be said in these lines.
Remember to use the correct punctuation.

"The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

"Hey! That is not a chicken, it is an eagle!" said the friend.

Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!"

He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can plan as a class an alternative view point.
- * I can begin to write in the style of Christopher Gregorowski.

Recap storyboards...

- * Opening – farmer finds a baby eagle
- * Build up – raises eagle as a chicken
- * Problem – eagle refuses to fly as thinks it is a chicken
- * Resolution – eagle soars into the sky
- * Ending – moral of we should all soar like eagles

Now let's act out the story from the perspective of the friend...

- * Opening – arrives at the village - happy
- * Build up – sees eagle acting as a chicken - shocked
- * Problem – tries to help eagle be an eagle – frustrated
- * Resolution – thinks of the idea to release on mountain with the sun – hopeful
- * Ending – helps eagle soar into sky – proud

Shared write opening

Early one morning, as the storm clouds finally moved away behind the mountains, a farmer left his small village to search for a lost calf. He searched low in the deep valley by the river-bed reeds where water rushed and crashed against the rocks. He wandered over the steep hillside, through the dark, tangled forests and along the muddy cattle tracks. He looked through the long thatch grass that grew taller than his head before finally climbing up high on the slopes of the mountain's rocky cliffs that rose towards the sun. He felt so alone. It was then that he saw the eagle chick knocked from its nest only a few days old. Carefully, he carried the hatchling back to his village. Then, with determination and love, the farmer placed the baby eagle amongst the chickens. "The eagle is the king of the birds but we shall train it to be a chicken," he told the surprised villagers.

Adapted

Late in the afternoon, as the blazing sun was beginning to lose some of its heat, an elderly man entered a small village to meet his dear friend. His heart was singing as he passed the chicken playing in the street, the young boys collecting eggs from the chicken coups and the elder telling stories to anyone seated close enough to listen. He knocked at the door to his friend's hut and waited to hear the joyous call to enter from inside. "So good to see you today," he bellowed shaking hands and pulling each other in for a hug.

Build up

Months passed, the eagle grew living on scraps given to the chickens and although it looked different to the other birds, it behaved exactly as they did. One morning, a friend arrived and noticed the eagle for the first time. “Hey! That is not a chicken, it is an eagle!” The farmer looked at his friend and told him that he was wrong. He spoke of how the eagle acted as a chicken, so was indeed a chicken. Not convinced, the friend vowed to show that the eagle would fly like it should.

Leaving the hut, both men walked through the small village chatting about the future. As they turned the corner of the tallest hut, the old man spotted the chickens that he saw on the way in. He looked closely at what he could see, for there among the chickens was a different type of bird. This bird was large and majestic. Shocked, the old man pointed out the bird to his friend.

“Oh him! That is the eagle chick I saved months ago. He thinks he is a chicken.” Feeling that something was not right, the old man began to ponder just what he could do to free the eagle from the belief of being a chicken.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can write in the style of an author.
- * I can edit and improve my writing using success criteria.

Recap plan...

- * Opening – arrives at the village - happy
- * Build up – sees eagle acting as a chicken - shocked
- * Problem – tries to help eagle be an eagle – frustrated
- * Resolution – thinks of the idea to release on mountain with the sun – hopeful
- * Ending – helps eagle soar into sky – proud

Problem

Carefully, the friend raised the large bird aloft in the air and cried, "You belong to the sky, fly eagle fly!" The bird looked about, jumped down to the floor and began to scratch at the ground as the chickens were doing. Determined, the friend set about climbing on top of the slippery thatch of the tallest hut with the eagle under his arm. Again, he rose the eagle aloft and cried, "You belong to the sky, fly eagle fly!" Again, the eagle looked about, jumped down to the floor and began to scratch the ground as the chickens were doing. Not deterred, the friend left the village that day deep in thought with plans of how to help the eagle soar.

With great care, the old man bent low to the eagle and carefully lifted him high into the air. He felt so sure that the bird would know exactly what to do and would soar into the sky. He cried, "Fly eagle fly!" But the bird was not wanting to fly and dropped from his hands, content to eat the seed on the ground with the chickens. Frustrated, he thought harder and came to the conclusion that he was just not tall enough to tempt the bird to fly. He looked around and saw the tallest hut he had passed by. The thick thatch looked slippery but he was not going to let that stop him. Again, he bent and lifted the eagle up and placed him under his arm. Carefully, he climbed on top of the thatch and raised the bird into the air. He whispered this time, "Fly eagle fly!" But again, the bird just dropped down and ignored his advice. Angry and embarrassed at his lack of success in proving the eagle was an eagle, the old man left the village to begin his long walk back home.

Resolution

Before dawn on the very next day, the friend came and collected the eagle. Again, he placed it carefully under his arm and marched off towards the mountains. The farmer was intrigued and followed closely behind moaning because of the early hour he was awoken. They trekked through the deep valley, up the steep hillside, through the tangled wood, along the cattle tracks and finally reached the mountains rocky cliffs where he found the eagle chick months earlier. They reached the top just as the sun was rising on the horizon. Carefully, the friend carried the bird onto a ledge. He said, "Look at the sun, rise when it rises. You belong to the sky, fly eagle fly!" and as the sun soared into the blue sky, so too did the majestic eagle.


Before even making it home, the old man had hatched a plan. His inspiration had come as he watched the sun setting over the mountains. He knew that he was on the right tracks with being high above the ground, but he hadn't thought about the sun helping to lift minds and spirits. With hope in his heart, he left his home before dawn the next morning and picked up the eagle for the journey up the mountain. His friend followed curiously behind, not really expecting a different result to the previous attempts. Time was running out as the first rays of light were beginning to show and the mountain loomed in the distance. Picking up the pace, the old man hurried to the top and right up to the ledge. He placed the eagle down as the dazzling sun pushed its way out of the ground. With a desperate plea, the old man said, "Fly eagle fly!" and felt such joy as the wind rose under its outstretched wings to let it soar off into the air.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my work.
- * I can write in the style of a selected author.
- * I can use success criteria to assess my work and that of others.


Recap story so far...

Late in the afternoon, as the blazing sun was beginning to lose some of its heat, an elderly man entered a small village to meet his dear friend. His heart was singing as he passed the chicken playing in the street, the young boys collecting eggs from the chicken coups and the elder telling stories to anyone seated close enough to listen. He knocked at the door to his friend's hut and waited to hear the joyous call to enter from inside. "So good to see you today," he bellowed shaking hands and pulling each other in for a hug.




Leaving the hut, both men walked through the small village chatting about the future. As they turned the corner of the tallest hut, the old man spotted the chickens that he saw on the way in. He looked closely at what he could see, for there among the chickens was a different type of bird. This bird was large and majestic. Shocked, the old man pointed out the bird to his friend.

“Oh him! That is the eagle chick I saved months ago. He thinks he is a chicken.” Feeling that something was not right, the old man began to ponder just what he could do to free the eagle from the belief of being a chicken.



With great care, the old man bent low to the eagle and carefully lifted him high into the air. He felt so sure that the bird would know exactly what to do and would soar into the sky. He cried, “Fly eagle fly!” But the bird was not wanting to fly and dropped from his hands, content to eat the seed on the ground with the chickens. Frustrated, he thought harder and came to the conclusion that he was just not tall enough to tempt the bird to fly. He looked around and saw the tallest hut he had passed by. The thick thatch looked slippery but he was not going to let that stop him. Again, he bent and lifted the eagle up and placed him under his arm. Carefully, he climbed on top of the thatch and raised the bird into the air. He whispered this time, “Fly eagle fly!” But again, the bird just dropped down and ignored his advice. Angry and embarrassed at his lack of success in proving the eagle was an eagle, the old man left the village to begin his long walk back home.



Before even making it home, the old man had hatched a plan. His inspiration had come as he watched the sun setting over the mountains. He knew that he was on the right tracks with being high above the ground, but he hadn't thought about the sun helping to lift minds and spirits. With hope in his heart, he left his home before dawn the next morning and picked up the eagle for the journey up the mountain. His friend followed curiously behind, not really expecting a different result to the previous attempts. Time was running out as the first rays of light were beginning to show and the mountain loomed in the distance. Picking up the pace, the old man hurried to the top and right up to the ledge. He placed the eagle down as the dazzling sun pushed its way out of the ground. With a desperate plea, the old man said, "Fly eagle fly!" and felt such joy as the wind rose under its outstretched wings to let it soar off into the air.

Ending

With the golden sun dazzling them, the farmer and his friend watched as the great eagle rose higher and higher into the sky, never again to live among the chickens.

With great pride and relief, the two friends stood side by side admiring the grace and majesty of the eagle as it flew. Together, they made their way back to the village knowing that everyone should feel like an eagle and have the chance to soar.

Edit and improve writing so far.

Self and Peer assess – use success criteria

National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

Problem / Resolution Story Expectations Y3

Use time, place or weather to orientate the reader

Explain how the character feels

Show through actions how a character has changed

Use dramatic speech to warn characters

Describe a character's emotions using senses

Select powerful, precise and well-chosen language to describe

Use expanded noun phrases to describe

Use speech sparingly

Use dialogue to suggest how a character feels

Use short sentences for effect

Use empty words

Opening - Main character is introduced

Build up - Main character goes to a new setting

Problem - There is a problem

Resolution - There is a resolution

Ending - Main character is happy again#

Week 2 Friday

- * Learning Outcome / Objective
- * I can (to be confirmed from cold task or what the children need to fill gaps from short burst writing)

Week 3 Monday

- * Learning Outcome / Objective
- * I can (to be confirmed from cold task or what the children need to fill gaps from short burst writing)

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can plan a story.
- * I can use a plan to tell a story.

Think of your own ideas for a problem / resolution story...

- * It could be set in South Africa
- * It could be a different animal is rescued and raised in a different way
- * It could be set in a school with a child trying and trying again to grasp some learning
- * It could be someone climbing a mountain and never giving up
- * It could be whatever you dream possible

Plan your story in 5 parts with pictures...
Once complete, use your pictures to tell your
story to a partner.

Opening	Build up	Problem	Resolution	Ending

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can write in the style of an author.
- * I can draft and edit my work.
- * I can use success criteria to improve my writing.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can write in the style of an author.
- * I can draft and edit my work.
- * I can use success criteria to improve my writing.

Week 3 Friday

- * Learning Outcome / Objective
- * I can publish my work.
- * I can illustrate my work to support the joy of the story.
- * I can explain the lesson my story is imparting.

Week 4 Monday

- * Learning Outcome / Objective
- * I can recognise features of an informal letter.

A letter home...





To my loving wife Subira,

Today I arrived at our dear friend Okoro's home in Mukuno. The journey did not feel as long as we thought it might when I left yesterday, but it was long enough to make me very tired when I arrived.

Okoro has been lovely and given me great food and drink, so I have energy for our celebrations tonight. He is so grateful to have me here and has shown off all his village. It really is a beautiful place and so full of his friends.

There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, but the strange part is that the bird believes itself to be a chicken! I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

I promise you I was careful and before I say what happened, know that I am fine and safe. I carried the bird to the top of the tallest hut and flung it as high in the air as possible. You will never believe it, but the bird fell straight to the ground where it continued to peck at the grains with the other chickens!

Well, I was beside myself as I never would have guessed that the bird would not even attempt to fly. I will of course attempt to get the bird to realise it is an eagle because you know me and my stubbornness! Fear not, I will be back soon enough and when I do, I will give you a more detailed account of this strange event.

With love from your husband,

Ayomide

What is Ayomide's purpose of writing his letter?

Informal Letter



Introduction



A letter is a form of writing which is used to communicate a message.

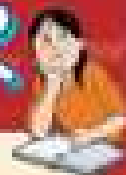
People write letters for a huge variety of reasons, including:

- To keep in touch with friends
- To apply for a job
- To complain
- To make an enquiry
- To argue a point





INFORMAL LETTER



You use the informal letter layout when writing to a friend or a member of your family.

Your address in the top right-hand corner of the page.

15 Your Road,
Your Town,
Your County.
AU44 6NE

There's no need to put the other person's address in an informal letter.

24th September, 2000

The date is written here.

The name of the person you are writing to.

Dear Jimmy,

This is where the content of your letter goes. You can write as if you're talking to your friend. You can even use slang.

Don't forget you still need to write in paragraphs.

How you sign off depends on how you feel about the person. It could be:
Yours truly,
Yours,
Love,
Best Wishes,

Love,

Your name.

Sarah

Informal Letter Structure

- ➡ Title (Dear Anna, Dear Dad etc.....)
- ➡ Explanation - Reason for writing
- ➡ Paragraph 1 - First point with detail
- ➡ Paragraph 2 - Second point with detail
- ➡ Paragraph 3 - Third point with detail
- ➡ Closing sentence - (I look forward to seeing you.... etc)
- ➡ Signing off - (All the best / See you soon!.... etc)
- ➡ Name (Made up - or your own)

Salutations - friendly

To my loving wife Subira,

Today I arrived at our dear friend Okoro's home in Mukuno. The journey did not feel as long as we thought it might when I left yesterday, but it was long enough to make me very tired when I arrived.

Okoro has been lovely and given me great food and drink, so I have energy for our celebrations tonight. He is so grateful to have me here and has shown off all his village. It really is a beautiful place and so full of his friends.

There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, but the strange part is that the bird believes itself to be a chicken! I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

I promise you I was careful and before I say what happened, know that I am fine and safe. I carried the bird to the top of the tallest hut and flung it as high in the air as possible. You will never believe it, but the bird fell straight to the ground where it continued to peck at the grains with the other chickens!

Well, I was beside myself as I never would have guessed that the bird would not even attempt to fly. I will of course attempt to get the bird to realise it is an eagle because you know me and my stubbornness! Fear not, I will be back soon enough and when I do, I will give you a more detailed account of this strange event.

With love from your husband,

Ayomide

Conversational language and exclamation marks

To my loving wife Subira,

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Okoro has been lovely and given me great food and drink, so I have energy for our celebrations tonight. He is **so** grateful to have me here and has shown off all his village. **It really is** a beautiful place **and so full** of his friends.

There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, but the strange part is that the bird believes itself to be a **chicken!** I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

I **promise you I was careful** and before I say what happened, know that I am fine and safe. I carried the bird to the top of the tallest hut and flung it as high in the air as possible. You will never believe it, but the bird fell straight to the ground where it continued to peck at the grains with the other chickens!

Well, I was beside myself as I never would have guessed that the bird would not even attempt to fly. I will of course attempt to get the bird to realise it is an eagle because you know me and my **stubbornness!** Fear not, I will be back soon enough and when I do, I will give you a more detailed account of this strange event.

With love from your husband,

Ayomide

Informal conjunctions

To my loving wife Subira,

Today I arrived at our dear friend Okoro's home in Mukuno. The journey did not feel as long as we thought it might when I left yesterday, **but** it was long enough to make me very tired when I arrived.

Okoro has been lovely and given me great food and drink, **so** I have energy for our celebrations tonight. He is so grateful to have me here and has shown off all his village **and** so full of his friends.

There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, **but** the strange part is that the bird believes itself to be a chicken! I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

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With love from your husband,

Ayomide

Think about the purpose of each paragraph.

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There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, but the strange part is that the bird believes itself to be a chicken! I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

I promise you I was careful and before I say what happened, know that I am fine and safe. I carried the bird to the top of the tallest hut and flung it as high in the air as possible. You will never believe it, but the bird fell straight to the ground where it continued to peck at the grains with the other chickens!

Well, I was beside myself as I never would have guessed that the bird would not even attempt to fly. I will of course attempt to get the bird to realise it is an eagle because you know me and my stubbornness! Fear not, I will be back soon enough and when I do, I will give you a more detailed account of this strange event.

With love from your husband,

Ayomide

P 1 – arriving and journey

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Okoro has been lovely and given me great food and drink, so I have energy for our celebrations tonight. He is so grateful to have me here and has shown off all his village. It really is a beautiful place and so full of his friends.

There was one very strange thing though, because among his many chickens he has an incredible eagle. You may think that that is not that strange, but the strange part is that the bird believes itself to be a chicken! I felt so strongly that the eagle should know it was an eagle and be free to soar above the clouds that I admit I did something to try and force this to happen.

I promise you I was careful and before I say what happened, know that I am fine and safe. I carried the bird to the top of the tallest hut and flung it as high in the air as possible. You will never believe it, but the bird fell straight to the ground where it continued to peck at the grains with the other chickens!

Well, I was beside myself as I never would have guessed that the bird would not even attempt to fly. I will of course attempt to get the bird to realise it is an eagle because you know me and my stubbornness! Fear not, I will be back soon enough and when I do, I will give you a more detailed account of this strange event.

With love from your husband,

Ayomide

P 2 - Okoro

To my loving wife Subira,

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Okoro has been lovely and given me great food and drink, so I have energy for our celebrations tonight. He is so grateful to have me here and has shown off all his village. It really is a beautiful place and so full of his friends.

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With love from your husband,

Ayomide

P 3 - Meeting the eagle

To my loving wife Subira,

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With love from your husband,

Ayomide

P 4 - Trying to make the eagle fly

To my loving wife Subira,

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With love from your husband,

Ayomide

P 5 - Not giving up

To my loving wife Subira,

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With love from your husband,

Ayomide

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise formal and informal letter structures and features.



To my loving wife Subira,

Today I arrived at our dear friend Okoro's home in Mukuno. The journey did not feel as long as we thought it might when I left yesterday, but it was long enough to make me very tired when I arrived.

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With love from your husband,

Ayomide

Formal & Informal Letter

Types of Letters



The layout of a letter depends on your audience (who you are writing to) and purpose (why you are writing).

Informal Letter

An informal letter is used when writing to a friend or family member.

Informal letters are relaxed and familiar.

As a result, the language can be friendlier and the letter hand written.



Formal Letter

A formal letter is used when writing to someone you do not know or the content of the letter is not personal.

Examples include: Job applications, Complaints

To give a professional look, formal letters should be typed on the computer.





FORMAL LETTER



You use the formal letter layout when writing to someone you don't know, or about something that isn't personal, for example, to apply for a job, to make a complaint, or to request permission for something.

Your address in the top right-hand corner of the page.

15 Your Road,
Your Town,
Your County,
AU44 6NE

Below left the name and address of the person to whom you are writing.

Ms A. Smith,
Manager,
Card Shop,
Their Town,
Their County,
AU66 SEU

The date usually in numbers.

24.09.00

The name of the person to whom you are writing.

Dear Ms Smith,

or

If you do not know their name.

Dear Sir / Madam,

Remember what your letter is about.

Re: vacancy for a shop assistant.

This is where the content of your letter goes.
Remember to write your letter in paragraphs.

If you know their name.

Yours sincerely,

or

If you used Sir/Madam.

Yours faithfully,

Your Signature

P Davies

Print your name so that it is clear.

P. Davies (Mr)

Formal letter – imagine Ayomide is upset about the treatment of the eagle and reports him to the RSPCA.



Your local RSPCA

Report cruelty

Donate

Sponsor

Find a pet ▾ Advice and welfare ▾ Get involved ▾ What we do ▾ Shop ▾

My RSPCA | 🔍

Home / What we do

Share this...   

What we do

We're proud to be the oldest welfare charity around.

We were the first to introduce a law to protect animals and work hard to ensure that all animals can live free from pain and suffering. Through **our campaigns** we raise standards of care, and awareness of issues, affecting animals today.

We rely on your support to help us push for changes in the law to improve **the welfare of animals** on farms, in labs, in the wild, in paddocks or our homes.

Through **investigations** and **prosecutions** we stand up to those who deliberately harm animals to send out a clear message - we will not tolerate animal abuse. Our highly trained officers tackle neglect and cruelty on every level working to stamp out animal cruelty a.

Animals can rely on us to **rescue** them when they need us most. To **rehabilitate** them wherever possible, provide them with the very best

Formal letter

Dear sir / madam,

I am writing to inform you of an animal that is suffering in the town of Mukuno. The animal in question is an eagle, who is being forbidden to fly with other birds of his breed.

Currently, the bird is being kept in a village surrounded by chickens and fed a diet seeds and grains. I know that in time this will cause the animal's death, therefore action is needed with great urgency.

The man in charge of this animal, however is not intentionally causing the suffering. He believes the eagle is fine as he is. A bird should not have to live in this way, therefore I urge you to come and rescue the poor creature.

Yours faithfully,
Ayomide Bello

Formal greeting not knowing name

Dear sir / madam,

I am writing to inform you of an animal that is suffering in the town of Mukuno. The animal in question is an eagle, who is being forbidden to fly with other birds of his breed.

Currently, the bird is being kept in a village surrounded by chickens and fed a diet seeds and grains. I know that in time this will cause the animal's death, therefore action is needed with great urgency.

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Yours faithfully,

Ayomide Bello

Formal language

Dear sir / madam,

I am writing to **inform** you of an animal that is suffering in the town of Mukuno. The animal in question is an eagle, who is being **forbidden** to fly with other birds of his **breed**.

Currently, the bird is being kept in a village surrounded by chickens and fed a diet seeds and grains. I know that in time this will cause the animal's death, **therefore** action is needed with great **urgency**.

The man in charge of this animal, however is **not intentionally causing** the suffering. His believes the eagle is fine as he is. A bird should not have to live in this way, **therefore** I urge you to come and rescue the poor creature.

Yours faithfully,
Ayomide Bello

Changing formal language

Dear sir / madam,

I am writing to ~~inform~~ (tell) you of an animal that is suffering in the town of Mukuno. The animal in question is an eagle, who is being ~~forbiden~~ (stopped) to fly with other birds of his ~~breed~~ (kind).

Currently, the bird is being kept in a village surrounded by chickens and fed a diet seeds and grains. I know that in time this will cause the animal's death, therefore action is needed with great urgency.

The man in charge of this animal, however is not intentionally causing the suffering. His believes the eagle is fine as he is. A bird should not have to live in this way, therefore I urge you to come and rescue the poor creature.

Yours faithfully,
Ayomide Bello

Formal language is used when we are communicating with people we don't know very well and want to impress or show respect to. For example, police officers or head teachers.

Informal language is used when we are more relaxed and with people we know well.

For example:

- Think about how you would answer your best friend if they asked you what you did at the weekend.
- Now think about how you would answer the same question if your head teacher asked you instead.
- How would each answer be different?

We often use **formal** language when we write. However, there are times where writing can be **informal**, like when we're writing text messages, emails, postcards or letters to friends.

We use **informal** language more when we speak, but there are also times where it is expected that we speak formally. For example, in a classroom presentation or when meeting someone new.



Have a go...

- * Write a response to your friend who has sent this text message...

Hi,

Off to the park later tonight, fancy coming?

Be there around 4pm. Bring your bike and some sweets.

Later!

Have a go...

- * Write a response to the queen after you received this invite...

To my Royal Servant,

Your presence is requested at the palace for an afternoon celebration. Ensure your attire is that of formal wear and that only yourself and one other attends.

A small buffet will be provided, however should you require any specific dietary requirements, you are advised to inform us before your arrival.

A response is expected to this invitation within forty-eight hours of receipt.

Yours faithfully,
HRH The Queen

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise the effect of conjunctions.
- * I can recognise formal and informal conjunctions.



To my loving wife Subira,

Today I arrived at our dear friend Okoro's home in Mukuno. The journey did not feel as long as we thought it might when I left yesterday, but it was long enough to make me very tired when I arrived.

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With love from your husband,

Ayomide

Comparison	Cause & Effect	Emphasis
Evidently Equally As with Likewise In the same way Similarly Like Of contrast Conclusion To conclude In conclusion Finally On the whole Summarizing Overall To sum up Despite this In comparison In contrast Even though	Because Since For So Consequently Therefore Thus Hence Owing to As a result of Causes As a consequence of Leads to Contributes of Brings about Results in Because of this For this reason Stems from Comes from Results from Is the result of Is the consequence of Is due to Is caused by	Significantly Notably In particular In fact To be sure Truly Actually In reality As it happens
Illustration		
For example Such as For instance Such as In other words An instance As revealed by To show that In the case of As an example For one thing		
Conclusion	Opinion	Persuasion
To conclude In conclusion Finally On the whole Summarising Overall To sum up Evidently	I think I believe I feel In my opinion In my view As far as I know It seems likely It seems to me In my experience I believe that As for me, I think If I am not mistaken What I mean is I'd say that Personally, I think	Of course Clearly Evidently Surely Indeed Undoubtedly Decidedly Certainly For this reason Besides Again

Remember conjunctions
join ideas in different
ways...

Comparison

Evidently
Equally
As with
Likewise
In the same way
Similarly
Like
Of contrast
Conclusion
To conclude
In conclusion
Finally
On the whole
Summarizing
Overall
To sum up
Despite this
In comparison
In contrast
Even though

Some are more formal than others...

Which of these would you use when
speaking?

Which of these might you use if
writing formally?

Cause & Effect

Some are more formal
than others...

Which of these would you use when
speaking?

Which of these might you use if
writing formally?

Because
Since
For
So
Consequently
Therefore
Thus
Hence
Owing to
As a result of
Causes
As a consequence of
Leads to
Contributes of
Brings about
Results in
Because of this
For this reason
Stems from
Comes from
Results from
Is the result of
Is the consequence of
Is due to
Is caused by

illustration

For example

Such as

For instance

Such as

In other words

An instance

As revealed by

To show that

In the case of

As an example

For one thing

Some are more formal
than others...

Which of these would you use when
speaking?

Which of these might you use if
writing formally?

Emphasis

Significantly
Notably
In particular
In fact
To be sure
Truly
Actually
In reality
As it happens

Some are more formal
than others...

Which of these would you use when
speaking?

Which of these might you use if
writing formally?

Opinion

I think
I believe
I feel
In my opinion
In my view
As far as I know
It seems likely
It seems to me
In my experience
I believe that
As for me, I think
If I am not mistaken
What I mean is
I'd say that
Personally, I think

Some are more formal than others...

Which of these would you use when
speaking?

Which of these might you use if
writing formally?

Have a go at writing some sentences with conjunctions. Try using 3 different formal conjunctions and 3 different informal conjunctions.

The eagle wouldn't fly **so** Ayomide took him to the cliff.

The eagle would not fly **consequently** Ayomide took him to the cliff.

1 **informal** and 1 **formal** showing cause.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can offer language choices for a shared text.
- * I can work collaboratively sharing ideas.



To my loving wife Subira,

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With love from your husband,

Ayomide

Plan

- * Shared writing

What could Subira write back to Ayomide?

P1 – thank you for the letter – journey comment

P2 – eagle reaction to being like a chicken

P3 – eagle reaction to climbing on roof

P4 – warning not to do anything silly

P5 – looking forward to his return

Opening P1 shared writing

To my loving husband Ayomide,

Thank you for your letter letting me know you arrived safely. I can't tell you how worried I was about the long journey and how tired you might be. Thank goodness for Okoro taking care of you because we know you do not take care of yourself! Please pass on my wishes to everyone in the village for being so welcoming and friendly towards you.

Week 4 Friday

- * Learning Outcome / Objective
- * I can edit and improve my work.
- * I can work collaboratively.
- * I can offer language for a shared text.

Week 5 Monday

- * Learning Outcome / Objective
- * I can (to be used to meet gaps in class)

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan an informal letter.

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can write an informal letter.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can complete an informal letter.

Week 5 Friday

- * Learning Outcome / Objective
- * I can evaluate my writing.
- * I can publish my writing.

Week 6 Monday

- * Learning Outcome / Objective
- * I can give opinions and personal preferences.
- * I can perform a poem with appropriate tone and expression.



The Eagle

Alfred, Lord Tennyson (1809-1892)

*He clasps the crag with crookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.*

*The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.*

Alfred, Lord Tennyson facts for kids

Kids Encyclopedia Facts

Alfred Tennyson, 1st Baron Tennyson, FRS (6 August 1809 – 6 October 1892) was **Poet Laureate** of the **United Kingdom** in the **Victorian era**. He remains one of the most popular poets in the English language.

Tennyson was excellent at writing short lyrics like *In the valley of Caunteretz*, *Break, break, break*, *The Charge of the Light Brigade*, *Tears, idle tears* and *Crossing the Bar*. Much of his verse like *The Lotus Eaters* was based on **classical** mythological themes. Tennyson also wrote some notable **blank verse** including *Idylls of the King*, *Ulysses*, and *Tithonus*. During his career, Tennyson attempted **drama**, but his plays were not very successful.

Quick facts for kids Alfred Tennyson



Language choice is key...

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Vocabulary

- * Crag – rugged cliff or rock face



- * Azure – bright blue



- * Wrinkled - folded



Starts with a personal pronoun 'He'

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

clasps – shows power

The Eagle

He **clasps** the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Do eagles have hands? Why crooked, is it dishonest or twisted talons?

The Eagle

He clasps the crag with **crooked hands**;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Sun is power again

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Alliteration

The Eagle

He clasps the crag with crooked hands;

Close to the sun in **lonely lands,**

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Like a halo of an angel

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Personification – the sea can't crawl like a baby – suggest moving slowly

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,
And like a thunderbolt he falls.

Vigilant and all seeing

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Simile – creating speed and deadly precision

The Eagle

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And **like a thunderbolt** he falls.

Tell me...

- * What do you like?
- * What do you dislike?
- * What patterns can you find?
- * What puzzles you?

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can recognise and use personification.



The Eagle

Alfred, Lord Tennyson (1809-1892)

*He clasps the crag with crookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.*

*The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.*

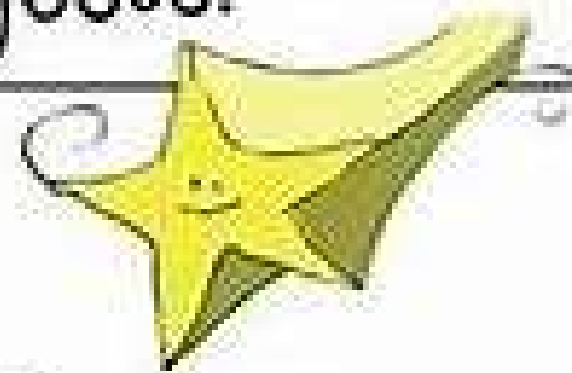
The wrinkled sea beneath him crawls

- * Can the sea crawl?
- * Why use this word that a person does?
- * What image is it creating?

PERSONIFICATION

Giving human qualities
to animals or objects.

Example:



The stars winked at me.

PERSONIFICATION

The sun peeked happily from behind a cloud.



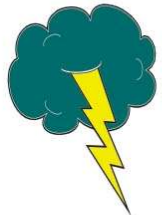
The trees danced back and forth in the wind.

The car happily squealed down the highway.



It was time to go home, but the bell refused to ring.

The warm fireplace seemed to be calling my name.



The angry sky roared and threw lightning around.

The gentle wind softly kissed my cheeks as I walked.



The delicious smell of cookies pulled me to the kitchen.

That chocolate ice cream cone is really tempting me.



I can see that news travels quickly.

Examples..

- * Think of the images these create in your mind.
- * Personification is just another way of painting pictures for the reader.

Personification of these elements of nature.

- * First think about what atmosphere you want to create and then pick something a person would do to create that atmosphere and link it to the item in nature.

E.g. trees could be **waving** on a beautiful sunny day or they could be **scratching** at you on a dark, stormy night.



Personify these elements in nature...

* The sea



* A cave



* A cliff



* The moon



Week 6 Wednesday

- * Learning Outcome / Objective
- * I can suggest language in the style of Tennyson.



The Eagle

Alfred, Lord Tennyson (1809-1892)

*He clasps the crag with crookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.*

*The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.*

Let's plan a poem like The Eagle but on a different animal.

- * Shared writing...

Brainstorm some words and phrases first...

watch clips for inspiration...

<https://youtu.be/7WF3P4jh65c>


Example

The shark

deadly predator / flies through the waves lightning fast / piercing
eyes / fear

2 verses

Start with he...



Shark

He circles and stares
with a broken-glass grin,
his body's a dagger,
he has lion's-tongue skin.

He slides through the water
like a rumor, like a sneer.
He's a quick twist of hunger.
He's the color of fear.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can plan a poem based on an animal.
- * I can write a poem in the style of Tennyson.



The Eagle

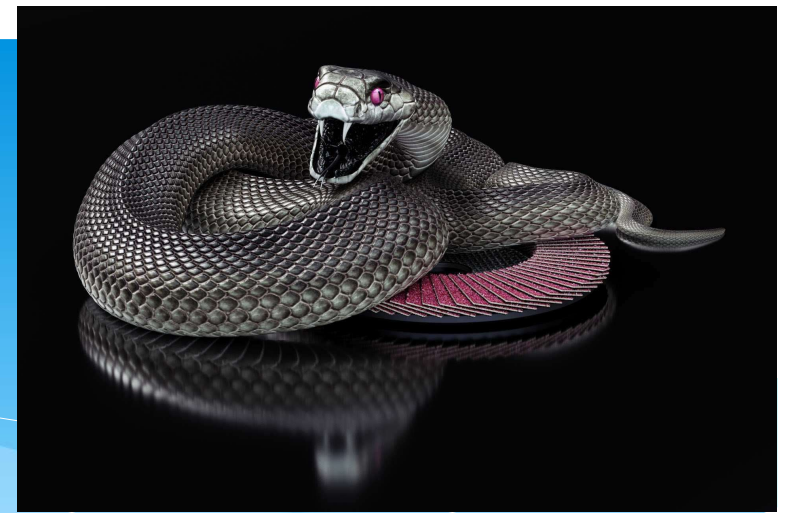
Alfred, Lord Tennyson (1809-1892)

*He clasps the crag with crookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.*

*The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.*

Ideas for animals...

- * Snake
- * Tarantula
- * Crocodile
- * Grizzly bear
- * Wolf



Week 6 Friday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can perform my poem.
- * I can evaluate the poetry of others.