English planning and resources

Planning and Resources

School -

Year group (s) - 4

Teacher –

Text – The Lion and the Unicorn...

Term – Spring 1

Overview

Sp1	POR 1 tell me comp and Role on the wall	POR 3 art visualisation	POR continue 3 with SPAG focus on noun and pronoun cohesion	POR 4 – gallery tell me conscious alley	POR 6 — only adding role on wall and discussing feelings	The Lion and the Unicorn and Other Hairy Tales by Jane Ray	Narrative in different role
Sp2	POR 10 hot seating - spag focus questions	POR 15 role play	POR 16 tell me grids comp and POR 17 story mapping whole story	Learn model text of complete story in 5 parts and 250 words box up	Tadpole model <mark>text</mark> <u>spag focus</u> Modal verbs		
Sp3	Shared writing – model planning story from different perspective – innovate opening and build up	Plan and rehearse orally own version of model text from different perspective	Write own story from plans (hot task)	Complete story from plans (hot task)	Review, improve and perform.		
Sp4	POR 6 recap from previous – notes made on feelings drama	POR 7 model text of persuasive letter – tadpole possessive apostrophe plural noun	Tell me grids for letter	SBR – spag focus personal and direct words	Shared writing – innovate model text for prince		Persuasive letter
Sp5	Shared writing continue to innovate model text for prince	Plan own persuasive letters	Write own persuasive letters (hot task)	Continue own persuasive letters (hot task)	Review, improve and perform		
Sp6	POR 2 – model text and vocabulary POR section 5 lesson 1 poem to be shared m (Blocks of 6 weeks allo	POR 2 – text mark poem and perform – others to perform Lion and the unicorn	Plan and generate language for own poem	Write own poem (hot task)	Review, improve, perform		Poem

Writing outcomes and SPAG focus

Writing outcomes

- Narrative from a different character
- * Persuasive letter
- * Poem

SPAG focus

- Noun and pronouns for cohesion
- * Questions
- * Modal verbs
- Possessive apostrophe plurals
- Persuasive techniques exaggeration / personal / direct
- * Symbolism

NC objectives

Report Expectations Y4	National Curriculum Writing Expectations Y4			
Use generalisers	Spell many homophones.			
Use addition conjunctions	Draft the work I am planning to complete orally and on paper with detail.			
Use subject specific and technical vocabulary	Use the possessive apostrophe for regular and irregular plurals.			
Use present tense	Evaluate and edit my work checking for spelling and vocabulary errors.			
Use third person	Write in cursive handwriting smoothly and legibly.			
Use detail and description with comparisons	Write sentences that have more than one clause.			
Vary sentence openers	Use appropriate conjunctions like when, if, because, although for effect.			
Use formal language	Use the present perfect form of verbs.			
Paragraph 1 - Introduce the topic Paragraph 2 - Describe what it looks like	Use adverbs, conjunctions and prepositions to express time and cause.			
Paragraph 3 - Describe where it is found Paragraph 4 - Describe what it is best known for	Use fronted adverbials marked with a comma accurately.			
Paragraph 5 - Final amazing fact	Use the grammar I have learned.			
rai agi apri 5 - i mai amazing faci	Punctuate direct split speech.			
	Choose the correct nouns and pronouns for clarity and cohesion to avoid repetition.			

Persuasion Expectations Y4

Use personal and direct words

Use informal language

Use emotive conjunctions

Present opinions as facts

Use slogans

Use imperative verbs

Use emotive language to deceive

Use positive phrases

Paragraph 1 - Personal problem as a question and introduction

Paragraph 2 - Positive reason one

Paragraph 3 - Positive reason two

Paragraph 4 - Positive reason three

Paragraph 5 - Concluding slogan

Personal target -

Group target -

Journey Story Expectations 94 pojectives

Use time, weather or place to orientate the reader

Use a character's actions to show how they feel or their personality

Use questions or exclamations to hook the reader's interest

Show through actions how a character has changed their personality

Use metaphors to describe

Use alliteration for effect

Use personification to describe

Use quirky expression

Use a speech sandwich

Use a rhetorical question

Opening - Main character goes on a journey

Build up - Something small goes wrong

Problem - Something worse happens

Resolution - The obstacles are overcome

Ending - Main character gets there in the end

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

Poetry Expectations Year 4

Describe poem's impact and explain own interpretation by referring to the poem

Comment on the use of similes and expressive language to create images, sound effects and atmosphere

Discuss the poem's form and suggest the effect on the reader

Vary volume, pace and use appropriate expression when performing

Use actions, sound effects, musical patterns and images to enhance a poem's meaning

Use language playfully to exaggerate or pretend

Use similes to build images and identify clichés in own writing

Write free verse or use a repeating pattern

Experiment with simple forms

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/The%20Lion%20and%20 the%20Unicorn%20and%20Other%20Hairy%20Tales%20T S.pdf

Before starting...

In order for the sequence to work effectively you will need to 'keep back' the text from the children initially. The stories will need to unfold slowly and it is best for the children not to know the ending until you are at the culmination of the teaching sessions. 2 You may want to read the introduction to each story after you have read the tale to the children, so that it does not give too much away. I You may want to give the children their own journals to record their work through this sequence. Or you could create a class journal to share responses as a class. It is also valuable to create a working wall that can be added to as the sequence continues.

In this book the illustrations and text work closely together to create meanings. Children are naturally drawn to the illustrations and are frequently far more observant than an adult reader. Ensure that the children are given time to explore and respond to the illustrations alongside reading the text. Jane Ray has used the technique of etching to create the illustrations in this book. They were prepared using Scraperboard, where the line is etched onto a thin layer of white china clay on board coated with black India ink. 2 Although four of the stories are focused on in this sequence, you may want to read all the stories to the children and compare them to the ones studied in more depth.

Week 1 Monday

- * Learning Outcome / Objective
- * I can give personal responses to stories with justifications.

Hook

* Ideas could be....

a3 pictures on tables of different mythical beasts pictures from stories and front of book to discuss (next slide has these)

https://youtu.be/3MUI_YUtp5o

watch 2 min clip of story with no words of fight and then splitting crown

THE STORY COLLECTOR

The LION& The UNICORN

AND OTHER HAIRY TALES



JANE RAY

Nominated for the Hans Christian Andersen Award 2018









empathy, kindness and trickery. has herded them together from all over the world; bears. foxes, wolves, an elephant, a rhinoceros, a leopard and a lion. There are mythical unicorn and a cowardly dragon. We hope you enjoy them - and if you do, pass





Do you love animals? If so, take an amazing trip into the forests and jungles, mountains and woods, and discover these superb stories about all kinds of growling, snorting, spotty, stripy, scaly and hairy animals.

This third collection is filled with classic stories, from

Brer Wolf Tries to Catch Brer Rabbit to The Singing Ringing

Tree and Theseus and the Minotaur, as well as contemporary

poems by Ogden Nash and Flanders and Swann.

An 'exquisite collection ...'
- CLPE

Also available

Praise for The Emperor's Nightingale and Other Feathery Tales:

"... stunning illustrations ... this is
a wonderful collection to share ..."

- Julia Eccleshare, Love
Reading and The Guardian book editor

Only an author and artist of Jane Ray's dazzling talent could do justice to this stunning collection of bird stories, which she has told with elegant simplicity and illustrated in full colour throughout.

This is the perfect gift to make a child's imagination soar.

- Shirley Hughes OBE







The singing ringing tree



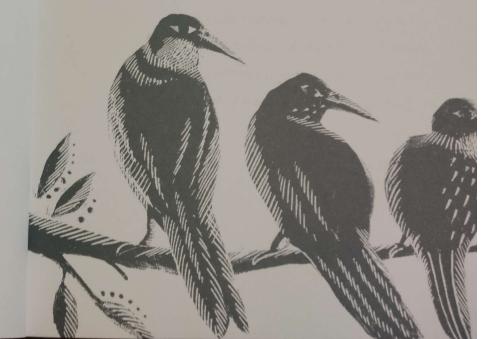


A tree with leaves of tinkling glass is a recurring image in ancient Slavic folklore, and this story was first written down in 1801 in Germany. When I was young I saw a children's film on TV based on that folktale, performed in German with English dubbed over the top.

This story imprinted itself on my mind and stayed with me into adulthood.

It surprised me to find that it had rarely been reproduced as a children's book.

There was once a beautiful princess who had shining black hair that rippled down her back in waves, smooth brown skin and eyes as dark as the night sky. Poems were written to honour her beauty, and birds would stop singing in astonishment as she walked past. Just about everyone who met her fell instantly in love.



Tell me...

- * Was there anything you liked about this text?
- * Was there anything that you particularly disliked?
- * Was there anything that puzzled you?
- * Were there any patterns or any connections that you noticed?

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wanted to marry her. She had lost count

of the offers of marriage she had received

and had turned them all down. There was one prince, though, who

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loved the princess, and that he couldn't

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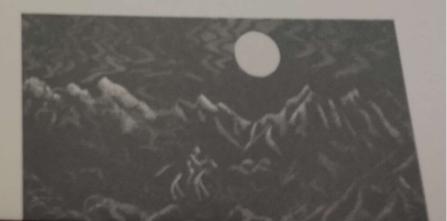
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"I already have pearls," she said. "Bring me the Singing Ringing Tree then I might think about marrying you."

The prince sighed. He knew about the Singing Ringing Tree, a magical tree with leaves of glass that rang with music for those with true love in their hearts. And he knew how much hardship he must go through to find it and bring it back for the princess.

But find it he would, without question. He bowed low to the princess, who sniffed and turned her back on him.

The prince saddled his horse and set off immediately, travelling west.

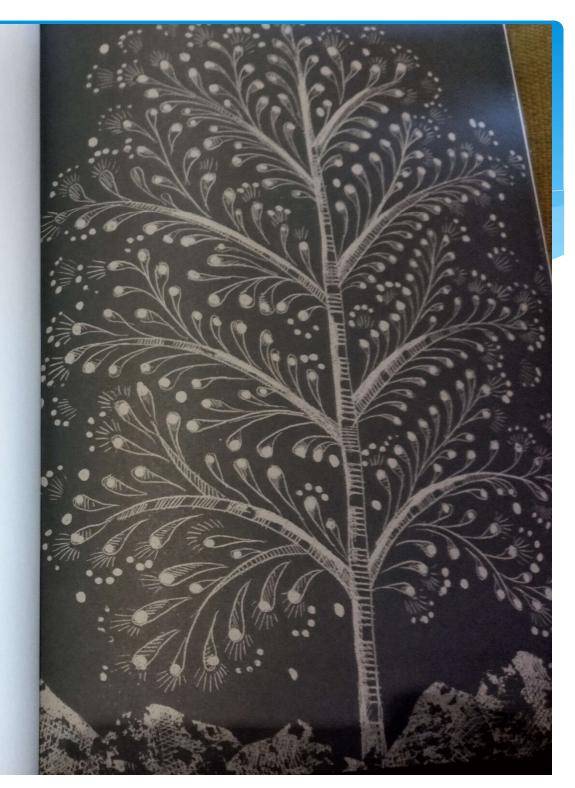


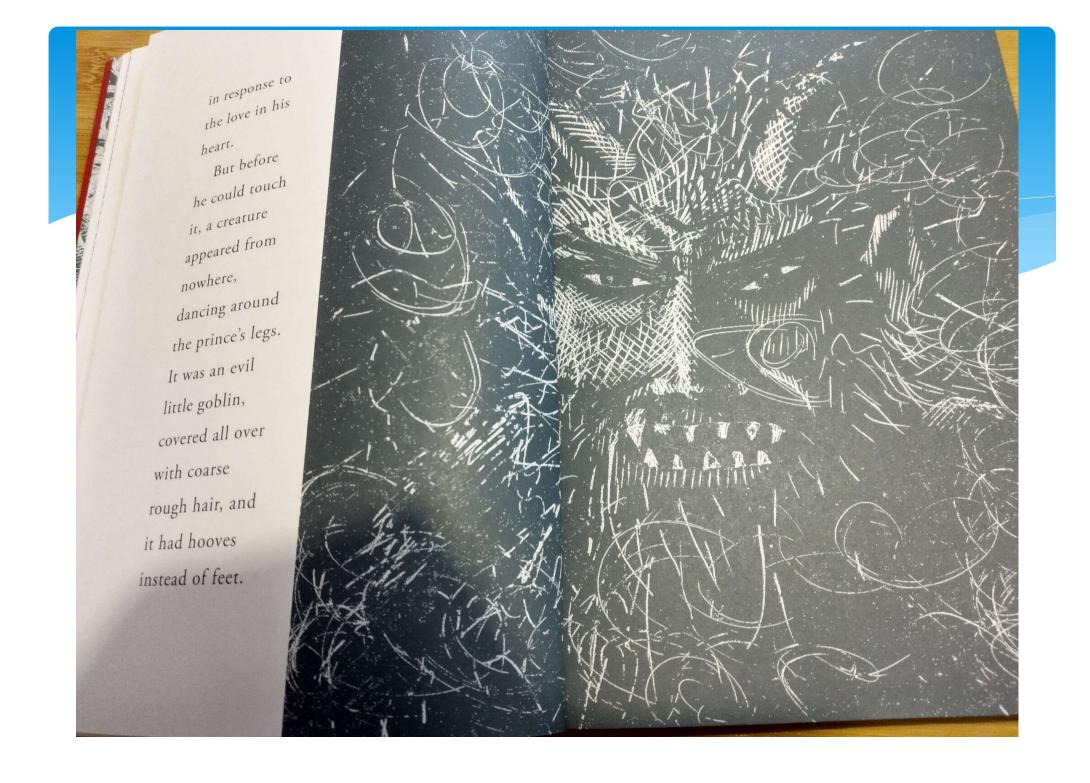
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plain, where a chill wind blew endlessly.

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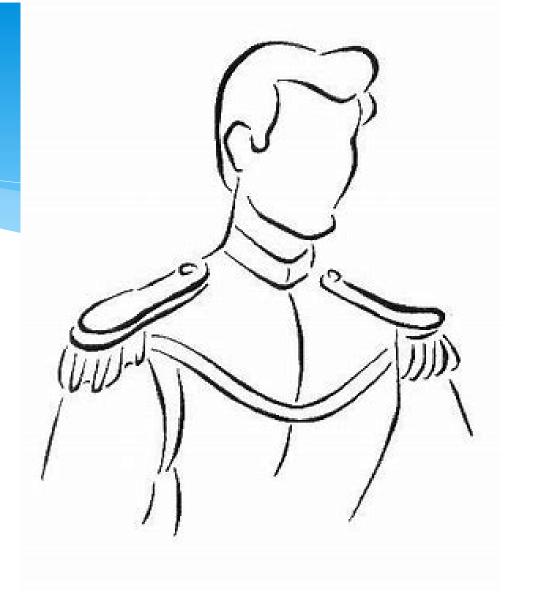




Role on the wall – princess



Role on the wall – prince



Week 1 Tuesday

- * Learning Outcome / Objective
- * I can recognise how descriptive language can be used to create a type of atmosphere in a setting.

The singing ringing tree



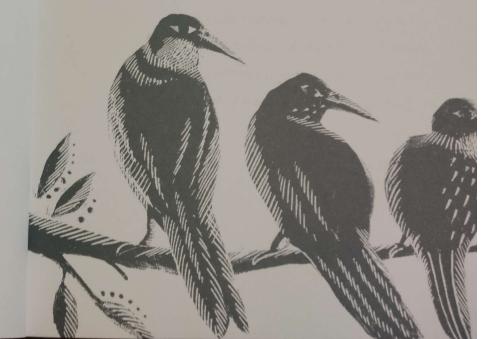


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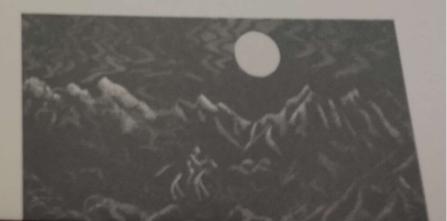
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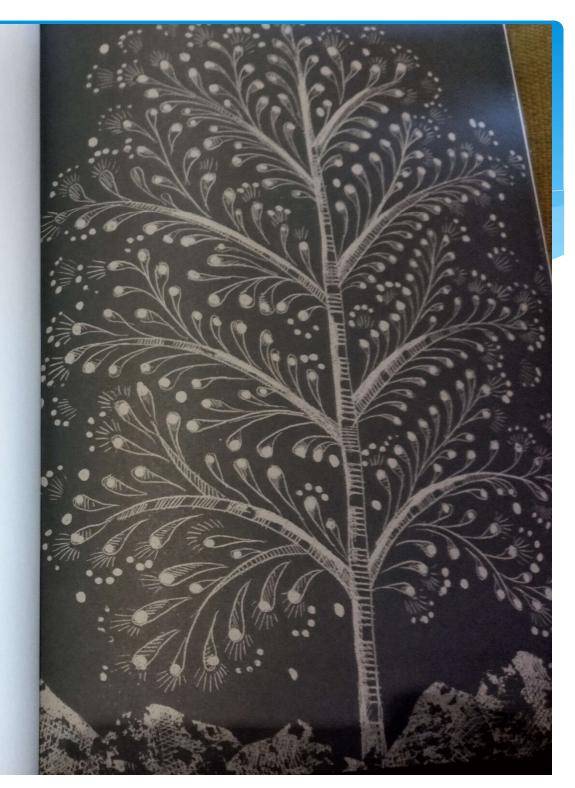


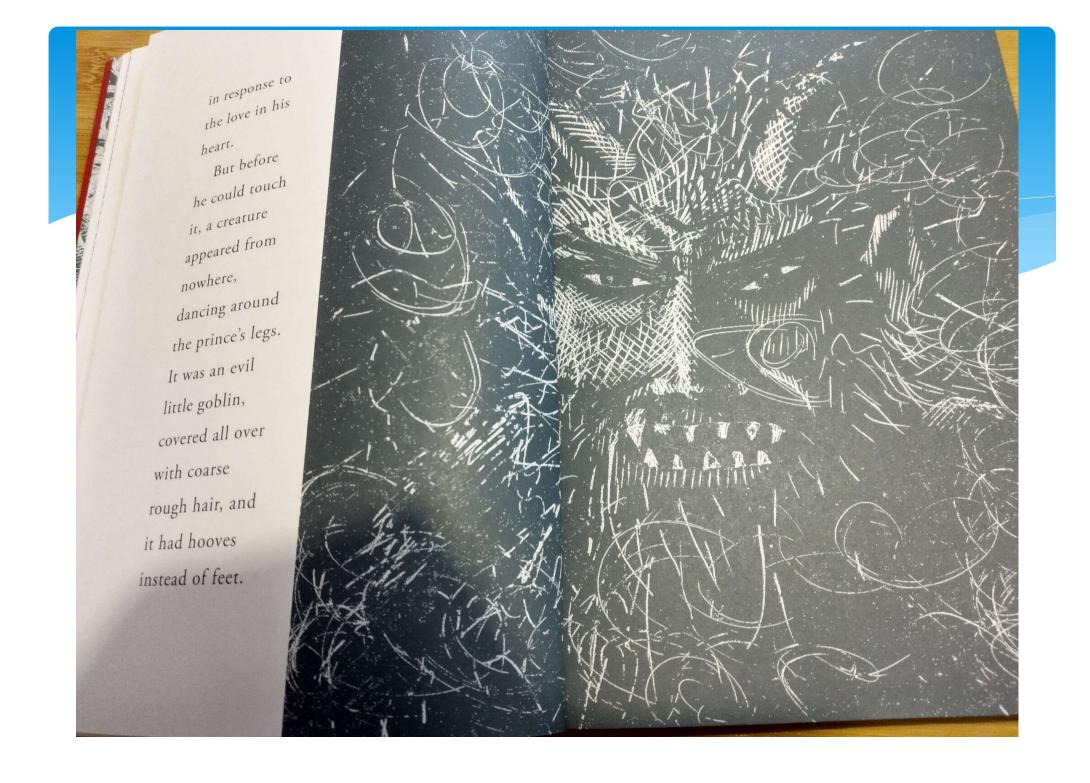
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Picture the scene...

- * Draw the journey for the prince.
- * Think about the key phrases used within the story to describe the setting.
- * Use labels to show this.

Highlight the nouns and adjectives

- * barren plains
- * dark forest
- bleak mountains
- craggy rocks
- * gateway of rocks
- * shingly path
- * shaft of light showing the tree
- sparkling leaves

Nouns are words to show place, person or a thing. Adjectives are words to describe nouns.

e.g. red pen

pen is a noun and red is an adjective.

Highlight the nouns and adjectives

- * barren plains
- * dark forest
- bleak mountains
- * craggy rocks
- gateway of rocks
- shingly path
- shaft of light showing the tree
- sparkling leaves

What do you notice about the choice of adjectives used in this part of the story?

What is the author trying to create?

What impression do the adjectives give?

* How does the setting contrast to the image of the tree?

* Add colour to your picture to show this contrast vividly.

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can recognise cohesive devices.
- * I can understand how nouns and pronouns can be used to create links and flow in text.

As you listen to the start of the story again, think about the different characters there are.

Common nouns

Remember, common nouns are the words used for general people, places or things.

* Proper nouns

Remember, proper nouns are special people, places or things that need a capital letter as they are names.

You are listening for proper nouns (names of characters).

The singing ringing tree



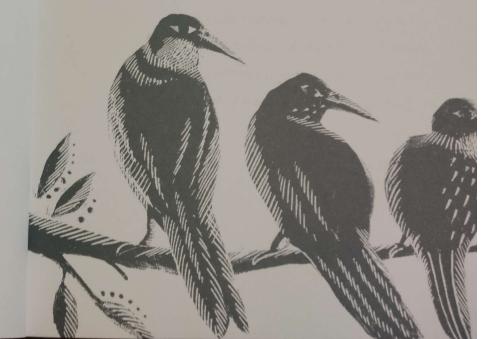


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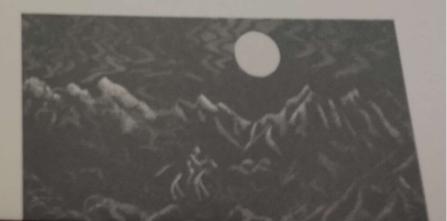
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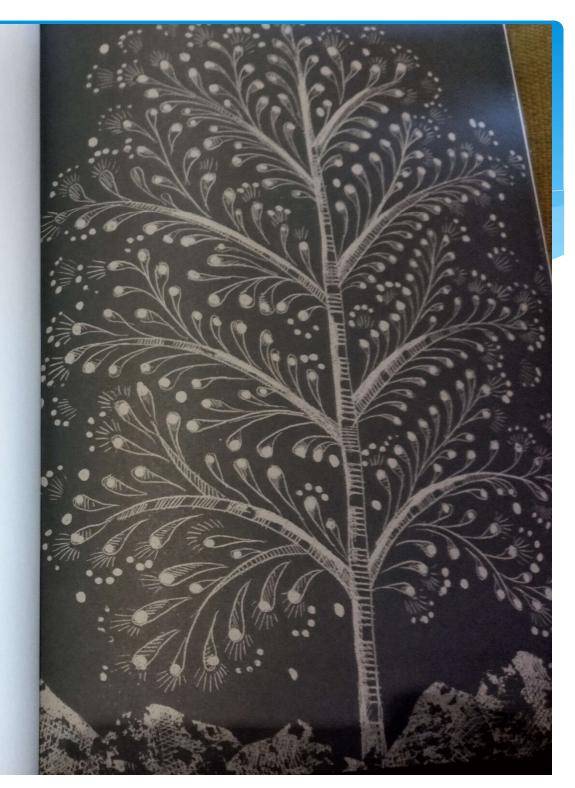


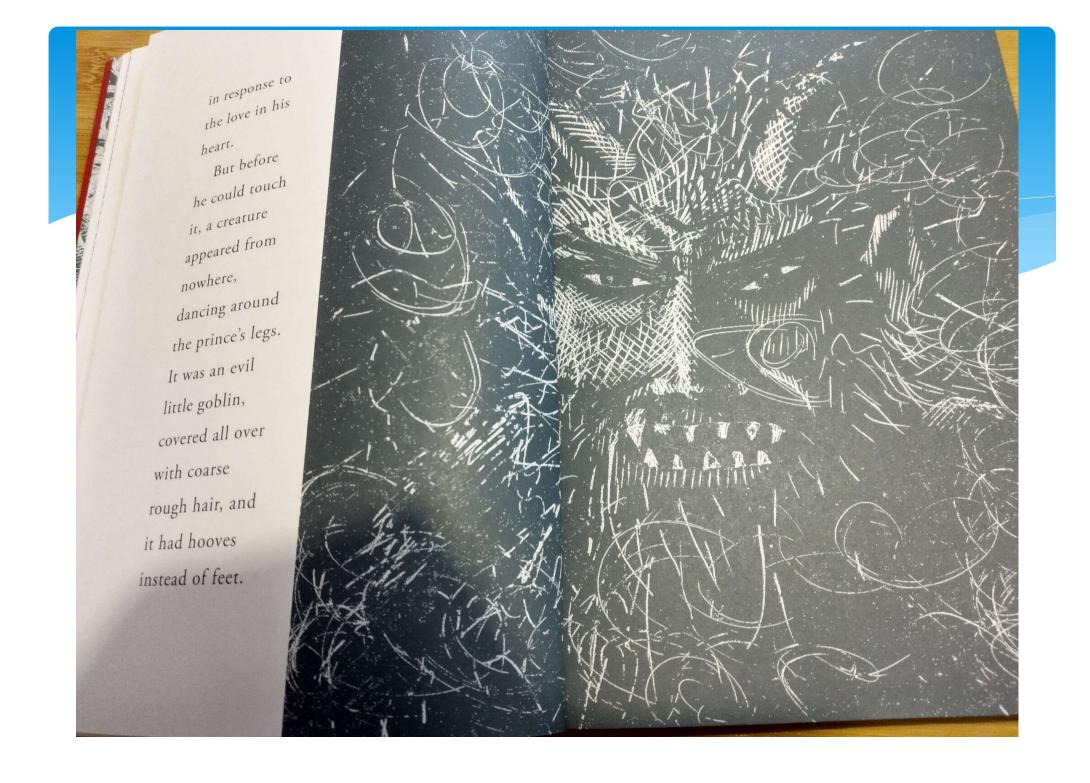
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Common Noun A proper noun is the specific

A common noun is the general name of a person, place, or thing.

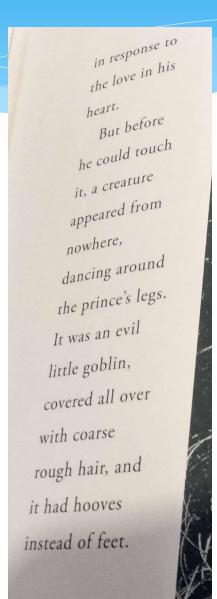
name of a person, place, or



Take this section of text and find the common nouns and the proper nouns.

* Common

* Proper



Did you notice that proper nouns are not used?

* Common prince princes goblin

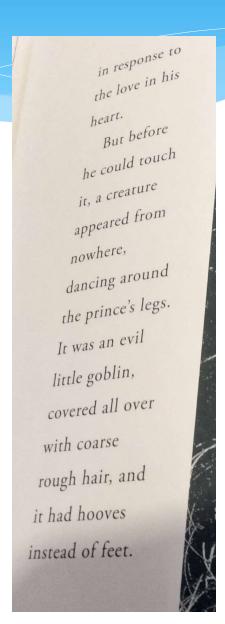
creature hair hooves feet

* Proper (None)

Why do you think that the author did not use a name for the prince, princess or goblin?

Why have they not capitalised the words prince, princess and goblin?

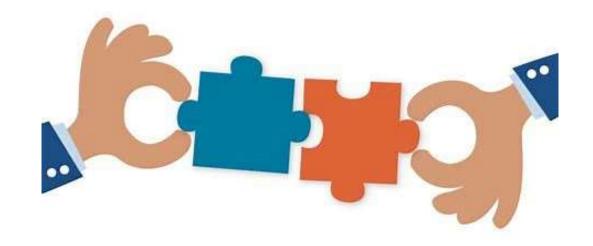
Did you notice that the Singing Ringing Tree has capitals?



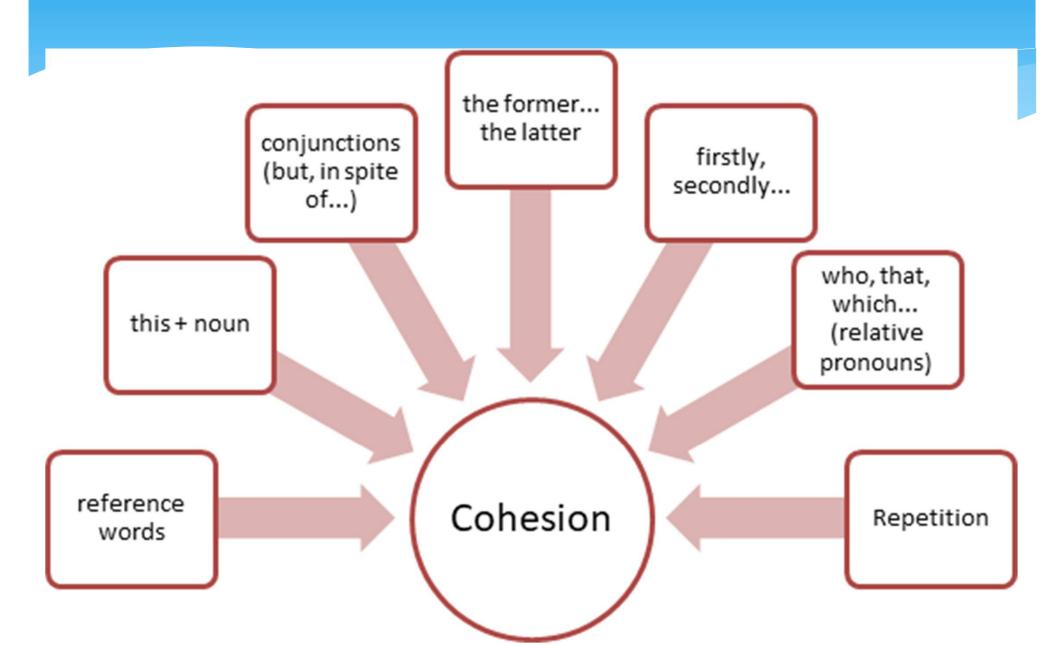
Cohesion

Cohesion is a way of linking ideas together so that the text flows.

It is like the glue that helps the reader make sense of what is going on.



Different ways to create cohesion

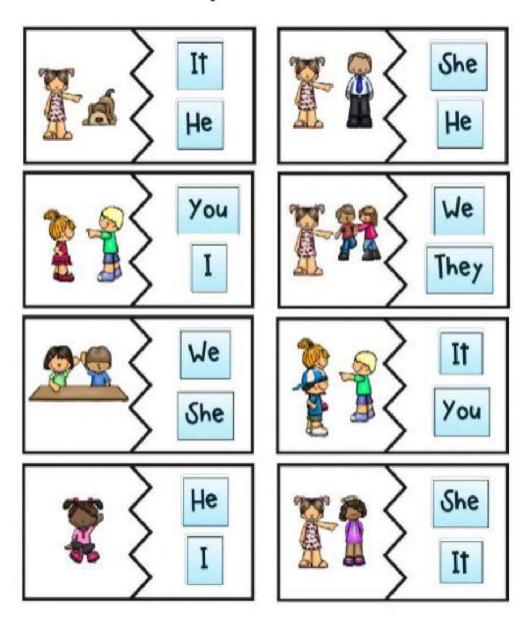


Focus today on noun and pronoun agreement.

Pronouns are used instead of nouns.

	Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
1st person	1	me	my	mine
1st person (plural)	we	us	our	ours
2nd person	you	you	your	yours
2nd person (plural)	you	you	your	yours
3rd person	it	it	its	Not used
3rd person (male)	he	him	his	his
3rd person (female)	she	her	her	hers
3rd person (plural)	they	them	their	theirs

Look at the picture and choose the pronoun.



Pronouns

* Think about how these pronouns are used within the story so far.

Pick out the pronouns used in this section and say who or what each one is referring to.

And then, quite suddenly, there it was: the Singing Ringing Tree. It stood in a shaft of sunlight, which made its glass leaves sparkle, a thing of beauty against the craggy rocks.

The prince was delighted – his quest hadn't been as difficult as he had feared it would be. He ran towards the tree and at his approach it began to tinkle and sing in response to the love in his heart.

Pick out the pronouns used in this section and say who or what each one is referring to.

And then, quite suddenly, there it (the tree) was: the Singing Ringing Tree. It (the tree) stood in a shaft of sunlight, which made its (the tree) glass leaves sparkle, a thing of beauty against the craggy rocks.

The prince was delighted – his (the prince) quest hadn't been as difficult as he (the prince) had feared it (the quest) would be. He (the prince) ran towards the tree and at his (the prince) approach it (the tree) began to tinkle and sing in response to the love in his (the prince) heart.

Imagine how this text would sound without using the pronouns for cohesion.

And then, quite suddenly, there the tree was: the Singing Ringing Tree. The tree stood in a shaft of sunlight, which made the tree's glass leaves sparkle, a thing of beauty against the craggy rocks.

The prince was delighted – the prince's quest hadn't been as difficult as the prince had feared the quest would be. The prince ran towards the tree and at the prince's approach the tree began to tinkle and sing in response to the love in the prince's heart.

Week 1 Thursday

- * Learning Outcome / Objective
- * I can understand how characters can be described to show links between appearance and personalities.

Listen to the start of the story again.

This time we will read on a bit further.

As you listen, think about the character of the goblin.

Make a few notes of words that are used to describe him.

The singing ringing tree



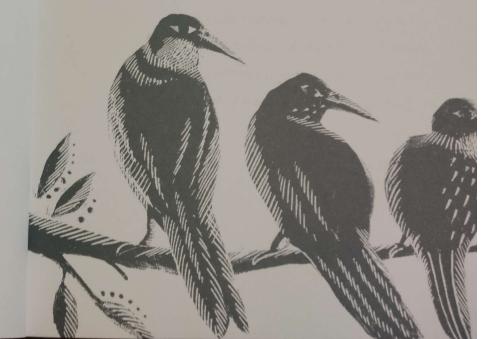


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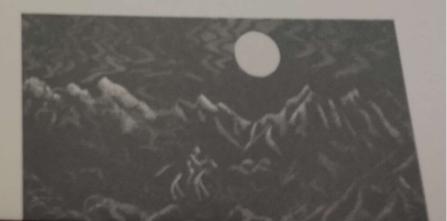
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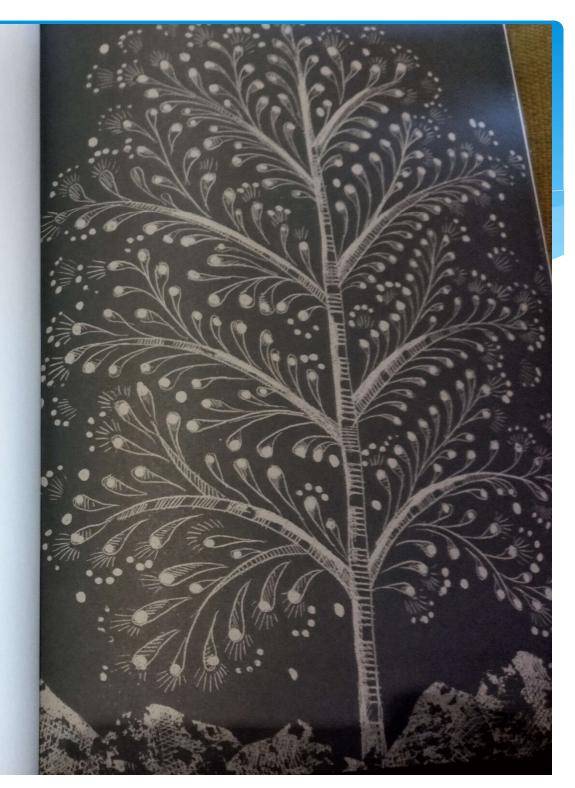


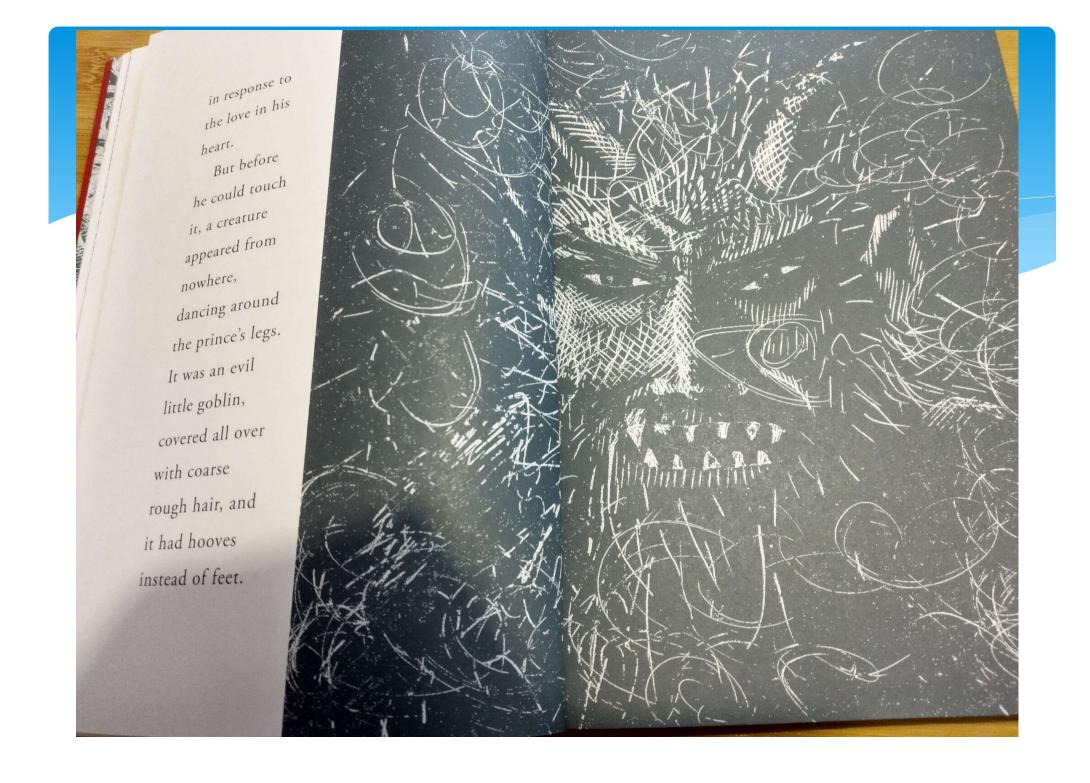
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His yellow eyes flashed with spite and anger and he shouted at the prince, "Stop right there! That tree is mine and no one shall have it! This is my kingdom and no one everything in it belongs to me!"

The goblin came closer and thrust his face up at the prince. "I know why you've come," he said in a mocking voice. "You've fallen in love and your princess wants the Singing Ringing Tree."

The prince nodded. "And if you saw her, you would understand," he said. "She is the most beautiful girl I have ever seen."

The goblin smiled a mean little smile and put his hand mockingly on his heart.

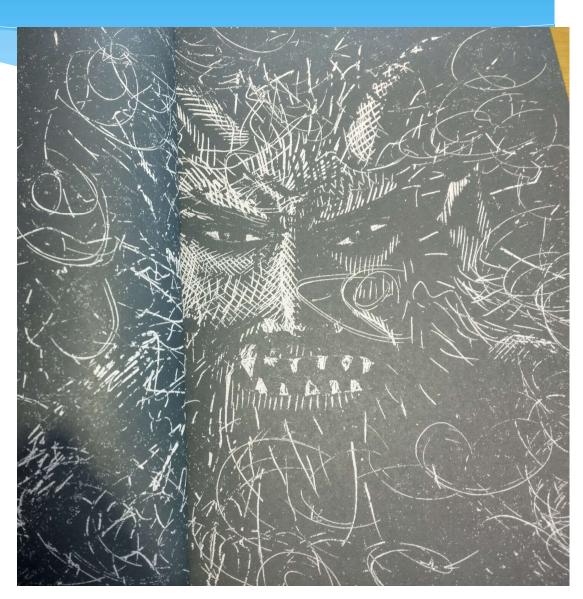
"I could never resist a love story," he said.

Draw the goblin and add phrases used from the story.

- * Walk around the class and look at what others have drawn.
- * Are the drawings the same?
- * What kind of character do we think the goblin is and why?

Compare your pictures to that of the one in the book.

- * What do you notice? Record your likes, dislikes, questions and connections.
- * What clues are there in the image that tells us about the character?
- * How is the colour important?
- * Why do you think the image takes up most of the two page spread?



Role on the wall - goblin



Week 1 Friday

- * Learning Outcome / Objective
- * I can recognise modal verbs.

The singing ringing tree



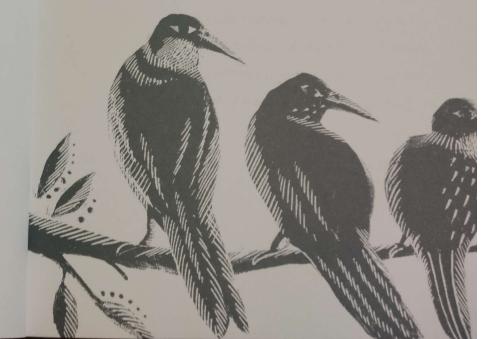


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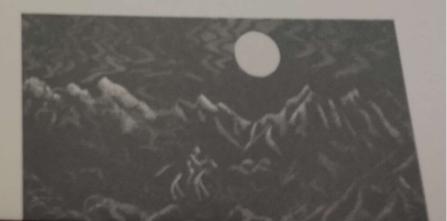
princess looked down her nose at them.

"I already have pearls," she said. "Bring me the Singing Ringing Tree then I might think about marrying you."

The prince sighed. He knew about the Singing Ringing Tree, a magical tree with leaves of glass that rang with music for those with true love in their hearts. And he knew how much hardship he must go through to find it and bring it back for the princess.

But find it he would, without question. He bowed low to the princess, who sniffed and turned her back on him.

The prince saddled his horse and set off immediately, travelling west.

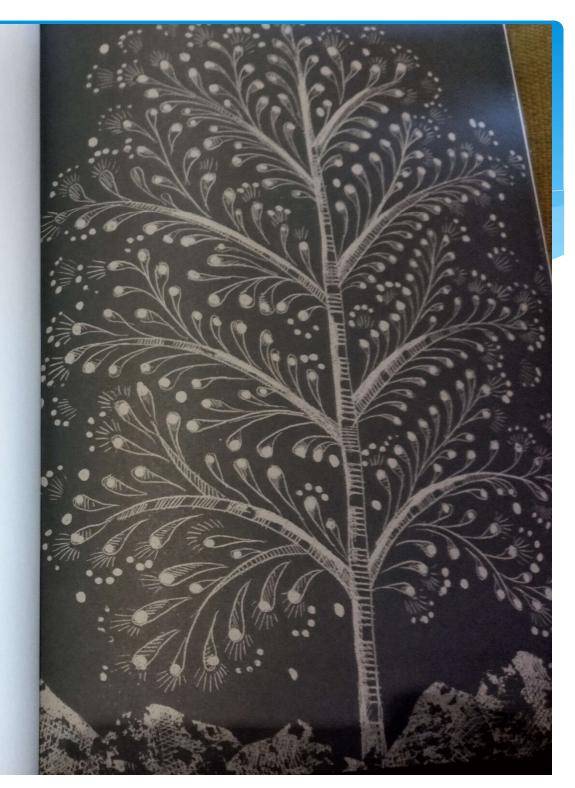


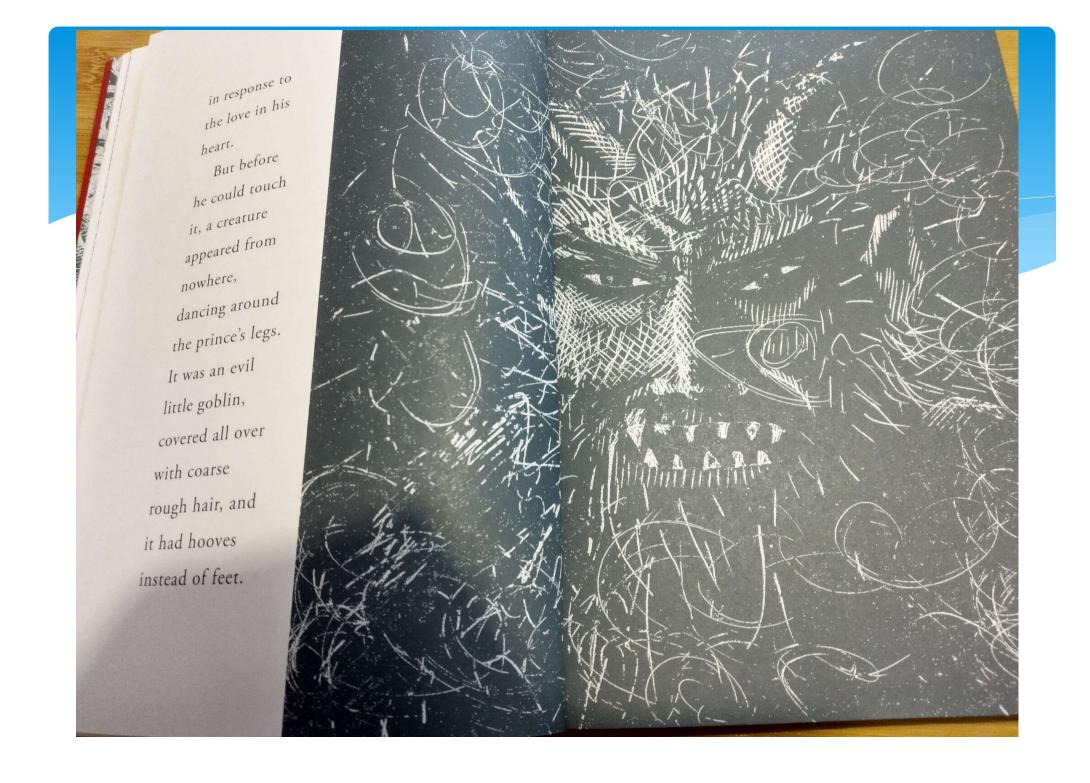
He rode for three days an He rode for the and across a barren through a dark forest and blew endle through a dair wind blew endlessly.

plain, where a chill wind blew endlessly.

plain, where plain was a place of ble. plain, where was a place of bleak

Beyond the plain was thorn tree. Beyona and bare thorn trees. The prince dismounted and led his horse through a sort of gateway in the rocks and down a shingly path. And then, quite suddenly, there it was: the Singing Ringing Tree. It stood in a shaft of sunlight, which made its glass leaves sparkle, a thing of beauty against the craggy rocks. The prince was delighted – his quest hadn't been as difficult as he had feared it would be. He ran towards the tree and at his approach it began to tinkle and sing





His yellow eyes flashed with spite and anger and he shouted at the prince, and right there! That tree is mine and no one shall have it! This is my kingdom and everything in it belongs to me!"

The goblin came closer and thrust

his face up at the prince. "I know why you've come," he said in a mocking voice. "You've fallen in love and your princes," wants the Singing Ringing Tree."

The prince nodded. "And if you saw her, you would understand," he said. "She is the most beautiful girl I have ever seen."

The goblin smiled a mean little smile and put his hand mockingly on his heart. "I could never resist a love story," he said.

"You may take the tree, my friend."

"Thank you so much," said the
prince. "Please let me reward you for
your generosity."

"Oh I will, I will!" said the goblin, laughing to himself. "You may take the tree – but there is one condition. If your beautiful princess should fail to fall in love with you, then I will transform you both into whatever form I choose, and you will be compelled to return here to spend the rest of your days under my spell!"

What should the prince do?
Create a conscience alley to help him decide. Think about the reasons to say agree and the reasons to refuse.

Should he? Shouldn't he?

* Modal verbs

He won't agree.

He could agree.

He mustn't agree.

He might agree.

He couldn't agree.

He will agree.

MODAL VERBS

I. DEFINITION

A modal verb is a type of auxiliary verb that is used to indicate modality-that is likelihood, ability, permission, obligation,...

In pairs order the words in a line of likelihood e.g. definitely going to agree to the goblin's condition to never going to agree.

Degrees of possibility

* Modal verbs

NEVER to AGREE

won't

<mark>couldn't</mark>

mustn't

CERTAIN to AGREE

might could

will

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Of course he agreed, he loves her!

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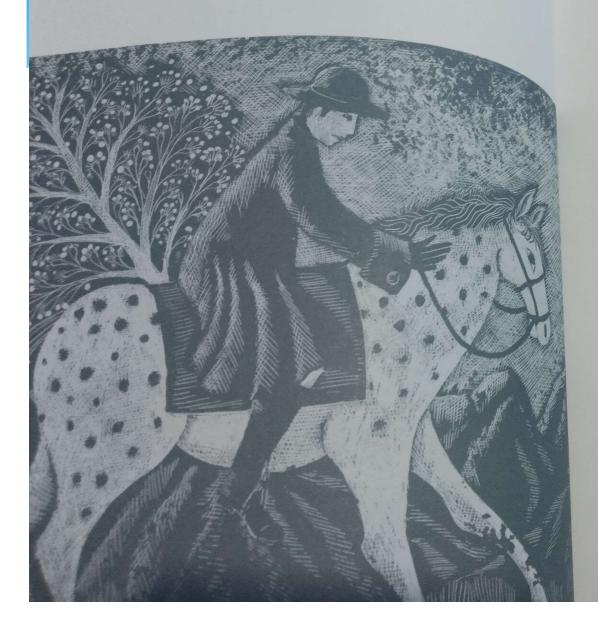
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the long and lonely journey back to the palace. As he rode away his heart was cheered by the sound of the tree's glass leaves tinkling out their beautiful music.

After three days and nights of travel he knelt before the princess, amazed once again at how beautiful she was, and presented her with the Singing Ringing Tree.

The princess grabbed it from him without a word of thanks. Now that she had her heart's desire, she had quite forgotten that the prince wanted to marry her.

She ran out into the palace garden There was a pool with a fountain just below the princess' bedroom window

Add to the role on the wall for the prince. Use a different colour.



Week 2 Monday

- * Learning Outcome / Objective
- * I can use inference to make predictions.
- * I can use inference to answer questions as a character from a story.

The singing ringing tree



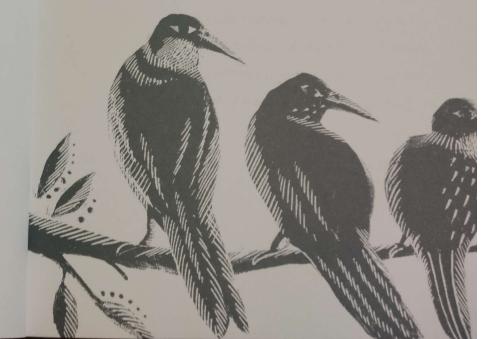


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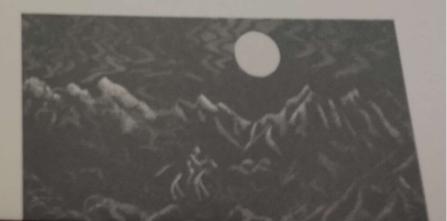
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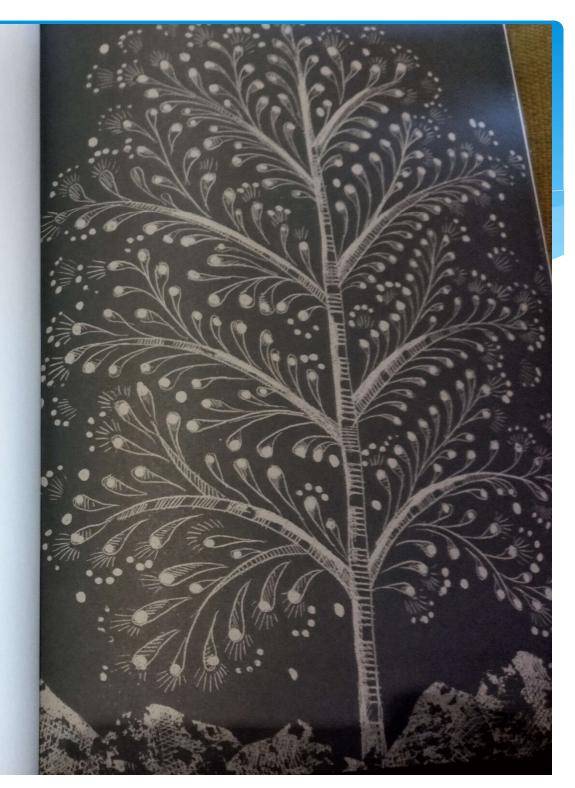


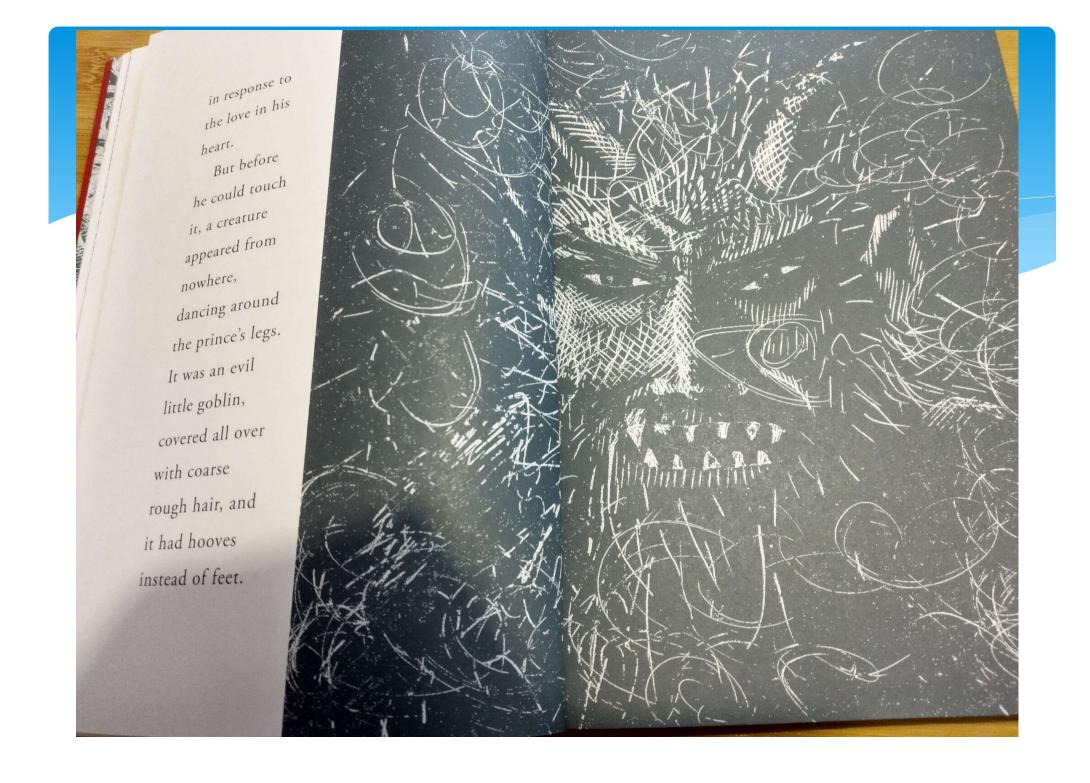
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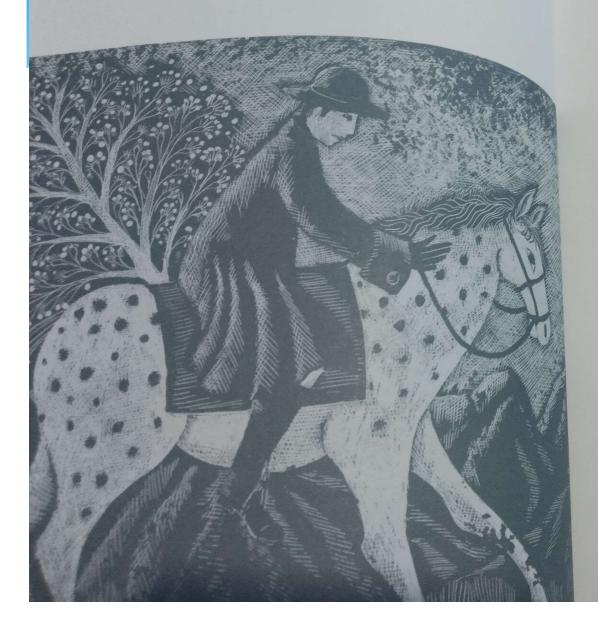
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- * Why are the words "Oh I don't care about them," so important in understanding the character of the princess?
- * How has speech been used here in a 'show, not tell' way?
- * Why do you think the tree has stopped singing?

In pairs, predict what you think will happen next.

* Why do you think this? Use information that you have inferred from the story so far to justify your thoughts.

* Use PRE

Point, Reason, Explanation

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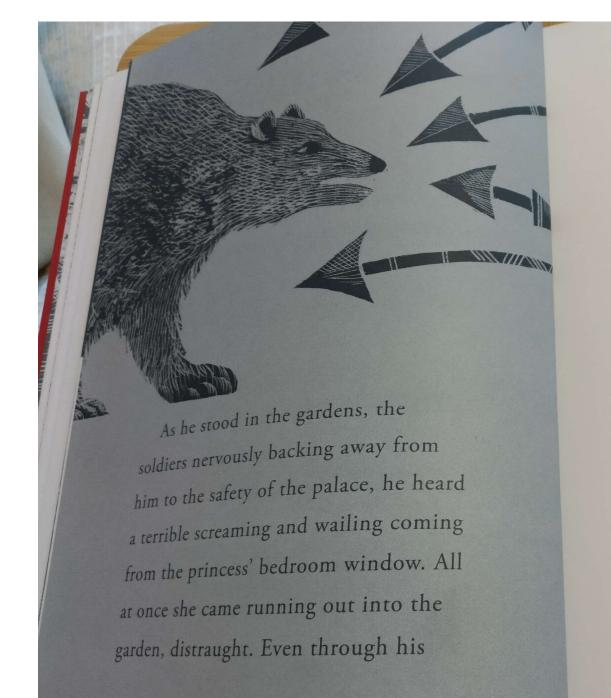
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He walked like this, towards the palace, lumbering heavily from side to side.

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wasn't quite the girl she had been the night before. Her smooth brown skin was coarse and grey in the morning sunlight, and her glossy black hair was tangled and straggly. She fell to her knees and covered her face with dry, scaly hands.

The bear prince went to the princess' side, wanting to calm her, for he knew straight away that her transformation too was the work of the evil little goblin.

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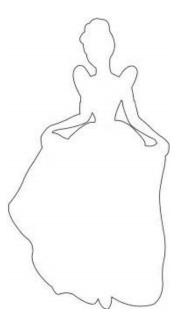
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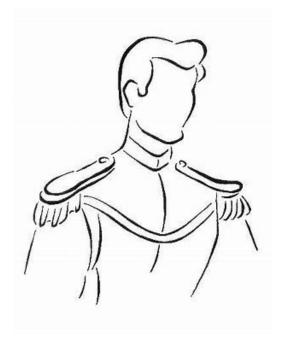
At night he lay down outside the cave to keep the princess safe.



Add to the role on the wall.

- * Add to all three characters' role on the wall.
- * Use a different colour for this point in the story.







Hot seating

Working in groups of three, each of you choose to be either the prince, the princess or the goblin.

- * Think of questions to ask the characters.
- * Ask the questions and respond as the character.
- * Write your questions and answers down as a group.

Questions

* Remember your question words to start your question and ending with a question mark.

E.g. to goblin...

- Who do you wish to punish the most?
- * What made you decide on a bear for the prince?
- * When do you intend to release them from the spell?
- * Where do you expect them to live?
- * Why would you want to be so cruel?
- * How many other people have you put a spell on?

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can recognise how a character can change and develop.

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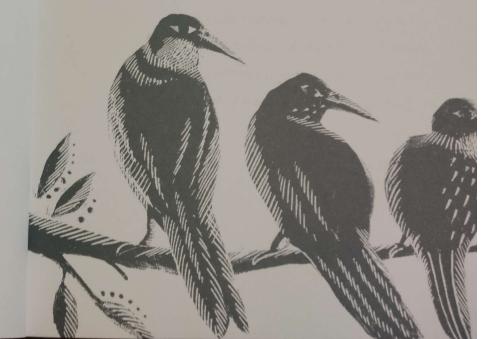


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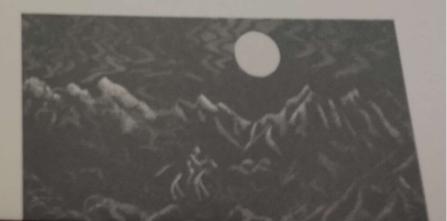
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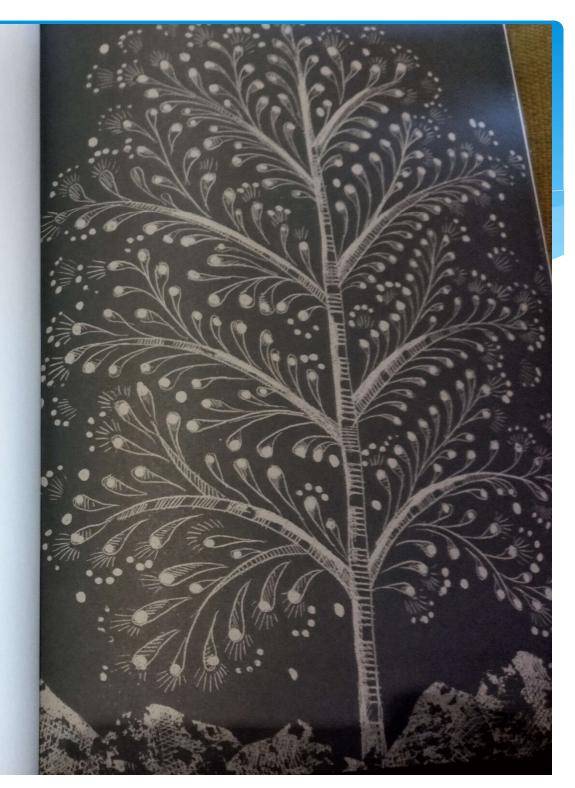


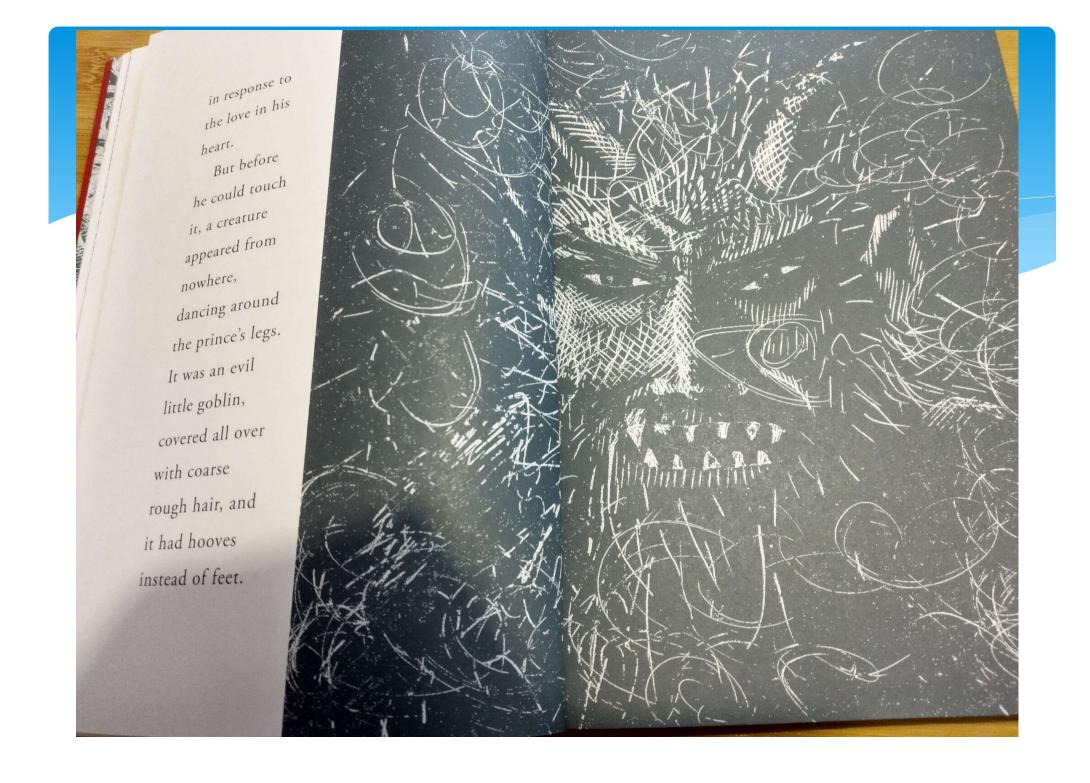
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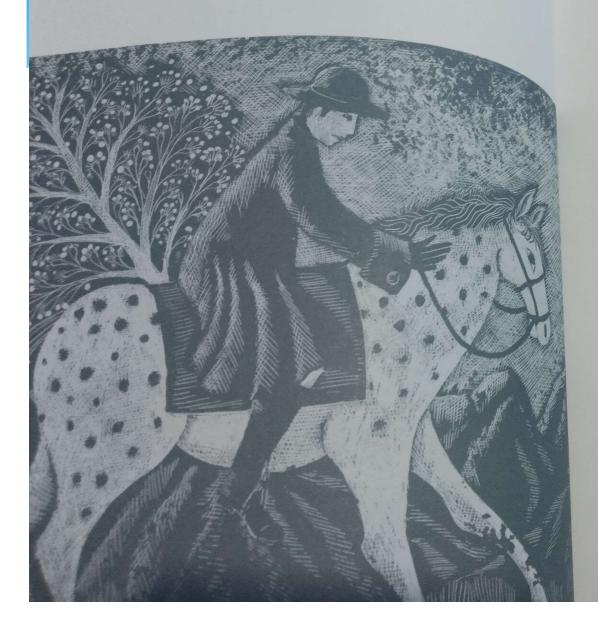
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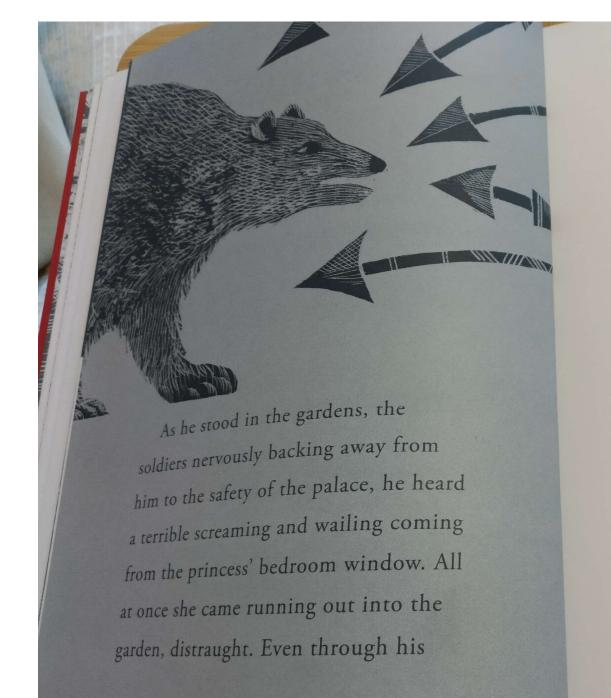
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At night he lay down outside the cave to keep the princess safe.



Gradually, through her wretchedness, the princess began to notice his kindness. She saw how the birds came to him and perched on his great shaggy head, and how even the most timid of creatures, the deer and the rabbit and the lizard, seemed to trust him.

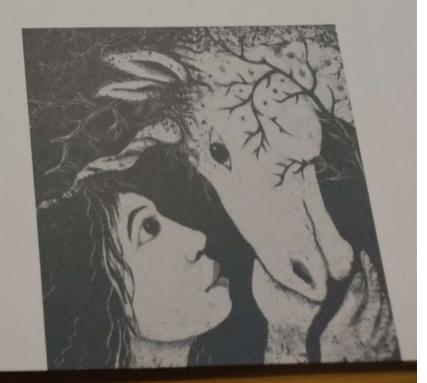
She began to think less about her own misery. There were no golden mirrors to remind her of her ruined beauty and it began to matter less and less.

She began to help the bear collect food for them both. One day, while she was collecting berries, she came upon a unicorn caught in a thorn bush.

The beautiful creature was stuck fast, its white coat torn and bleeding. The princess

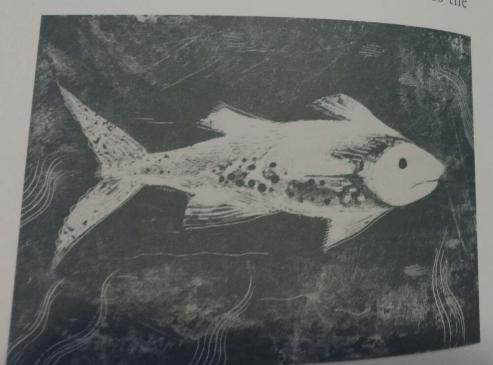
gently stroked its head and pulled away the brambles. She tore strips of silk from her dress and bound its wounds.

The evil little goblin, watching this scene from behind a rock, was enraged. He knew that if the princess' heart were to become warmed with love she would no longer be in his power. And if she began to love the bear, then he too would be free of the goblin's enchantment.



The goblin muttered a spell beneath his breath, a cold wicked spell to freeze the ground and put the ice back in her

The stream that ran past the cave where the princess sheltered immediately froze over. With horror she saw that a beautiful silver fish was trapped in the ice. Without hesitation, she took off one of her bejewelled shoes, walked across the



frozen stream and broke the ice around the fish so that it could swim free.

The goblin was furious. He stamped his hooves on the frosty ground and at once the cave collapsed in a heap.

The princess cried out in horror and ran towards the cave. Her first thought was for the bear and she was terrified that he might be hurt. With a pang she realised that she loved him and that she must find him as soon as possible. She couldn't see him in the collapsed cave, but she knew she must find him and be with him.

The goblin was horrified – he could see what was unfolding before his wick yellow eyes, and was determined to stop

Again he stamped his hoof and a great torrent of water came gushing from the earth, flooding the ground and washing the princess away in a great wave. Just as she was suddenly lifted up and carried to safety by the great silver fish.

The goblin screamed in rage and frustration. Again he struck the ground with his hoof and a great ring of flame leapt up around the princess. But at the very same moment the magical unicorn appeared by her side. The princess climbed onto the unicorn's back and they soared up and over the flames to where the bear stood, outside the ring. The unicorn dropped the princess at the

* How has the princess changed?

Add to your role on the wall in a different colour.

What do you think might happen next?

Role play

Work in groups to be either the princess or the goblin.

Think of key phrases to say aloud and how these might be said.

Think about body language, prosody and facial expression.

For the goblin:

A cold wicked spell

Stamped his hooves on the frosty ground

A great torrent of water

Screamed in rage

A great ring of flame leapt up

With a terrible cry of fury

For the Princess:

Broke the ice around the fish

A pang of love

Carried to safety

Soared up and over the flames

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can give personal responses and justify these.
- * I can understand the meaning in stories.

The singing ringing tree



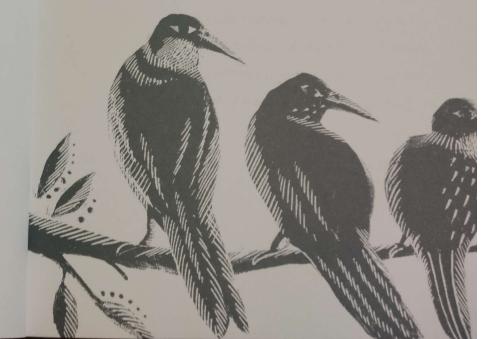


A tree with leaves of tinkling glass is a recurring image in ancient Slavic folklore, and this story was first written down in 1801 in Germany. When I was young I saw a children's film on TV based on that folktale, performed in German with English dubbed over the top.

This story imprinted itself on my mind and stayed with me into adulthood.

It surprised me to find that it had rarely been reproduced as a children's book.

There was once a beautiful princess who had shining black hair that rippled down her back in waves, smooth brown skin and eyes as dark as the night sky. Poems were written to honour her beauty, and birds would stop singing in astonishment as she walked past. Just about everyone who met her fell instantly in love.



and rook it for granted that everyone

wanted to marry her. She had lost count

of the offers of marriage she had received

and had turned them all down. There was one prince, though, who

wouldn't give up. He was so sure he

loved the princess, and that he couldn't

possibly live without her, that he decided

to tisk her scorn and ask again.

He brought her a gift of pearls, which

as everyone knows are made from the

sears of mermaids, and very rare indeed

for mermaids hardly ever cry. But the

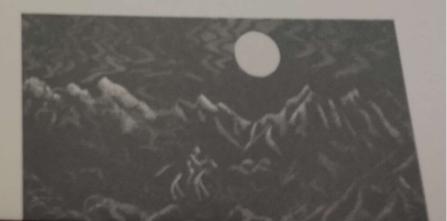
princess looked down her nose at them.

"I already have pearls," she said. "Bring me the Singing Ringing Tree then I might think about marrying you."

The prince sighed. He knew about the Singing Ringing Tree, a magical tree with leaves of glass that rang with music for those with true love in their hearts. And he knew how much hardship he must go through to find it and bring it back for the princess.

But find it he would, without question. He bowed low to the princess, who sniffed and turned her back on him.

The prince saddled his horse and set off immediately, travelling west.

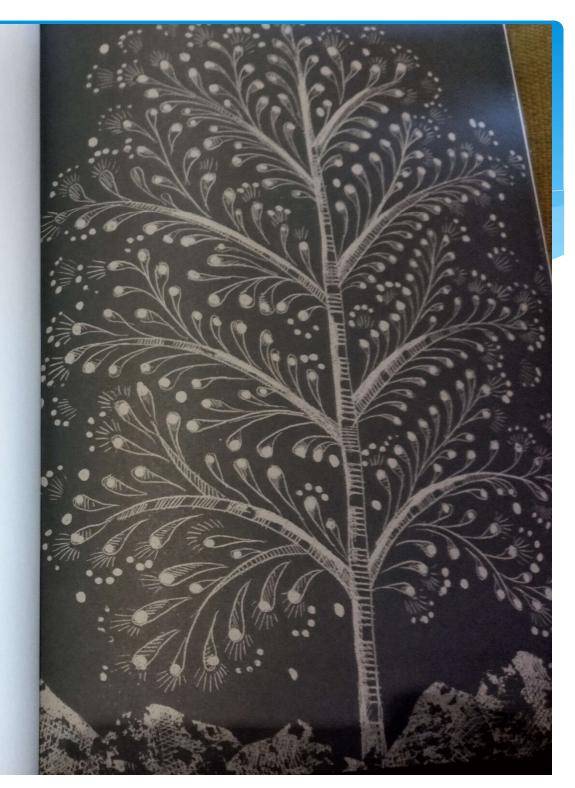


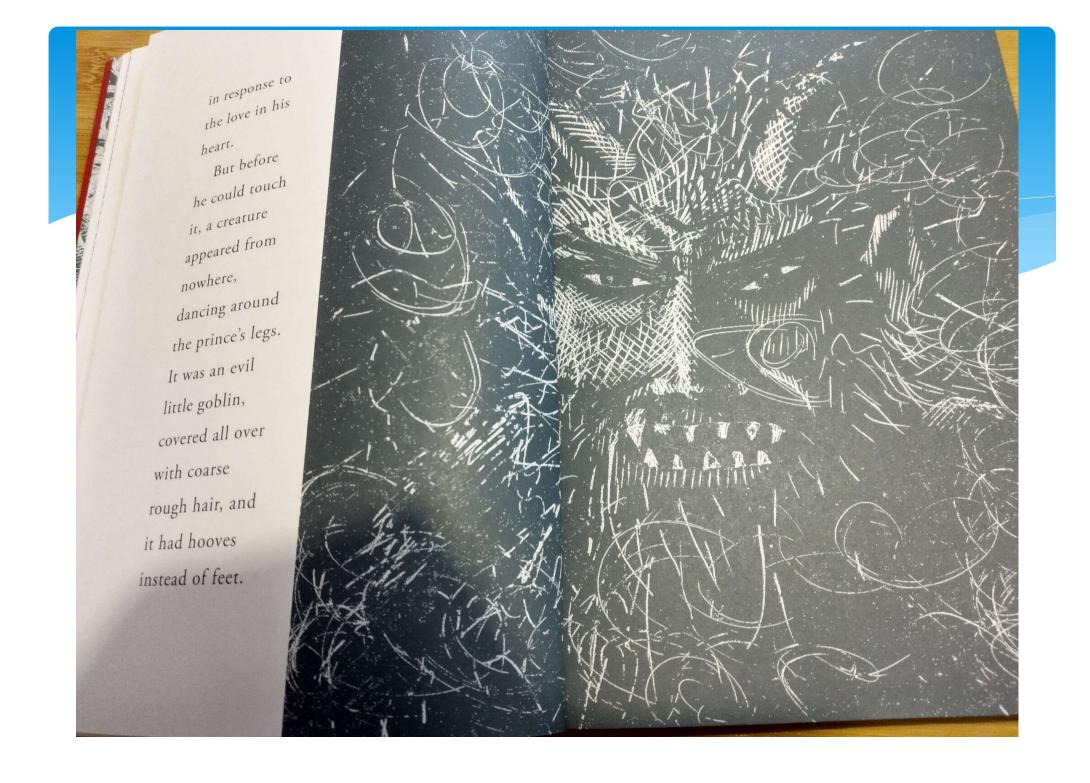
He rode for three days an He rode for the and across a barren through a dark forest and blew endle through a dair wind blew endlessly.

plain, where a chill wind blew endlessly.

plain, where plain was a place of ble. plain, where was a place of bleak

Beyond the plain was thorn tree. Beyona and bare thorn trees. The prince dismounted and led his horse through a sort of gateway in the rocks and down a shingly path. And then, quite suddenly, there it was: the Singing Ringing Tree. It stood in a shaft of sunlight, which made its glass leaves sparkle, a thing of beauty against the craggy rocks. The prince was delighted – his quest hadn't been as difficult as he had feared it would be. He ran towards the tree and at his approach it began to tinkle and sing





His yellow eyes flashed with spite and he shouted at the prince, and right there! That tree is mine and no one shall have it! This is my kingdom and everything in it belongs to me!"

The goblin came closer and thrust his face up at the prince. "I know why you've come," he said in a mocking voice "You've fallen in love and your princess wants the Singing Ringing Tree."

The prince nodded. "And if you saw her, you would understand," he said. "She is the most beautiful girl I have ever seen."

The goblin smiled a mean little smile and put his hand mockingly on his heart. "I could never resist a love story," he said.

"You may take the tree, my friend."

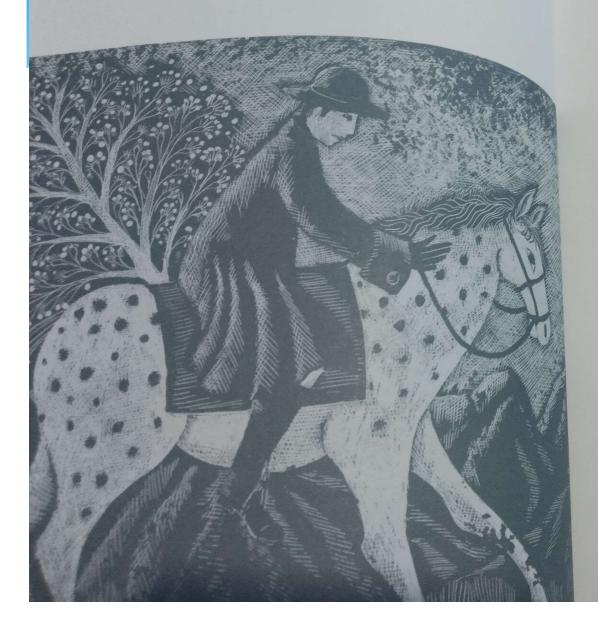
"Thank you so much," said the
prince. "Please let me reward you for
your generosity."

"Oh I will, I will!" said the goblin, laughing to himself. "You may take the tree – but there is one condition. If your beautiful princess should fail to fall in love with you, then I will transform you both into whatever form I choose, and you will be compelled to return here to spend the rest of your days under my spell!"

Well, the prince wanted to marry the princess very much and, rather foolishly, he was sure that now he had the Singing Ringing Tree she was bound to fall in

love with him. So he gave the goblin his word. He took the little tree and tied it securely to his horse's saddle.

The prince set out once again on



the long and lonely journey back to the palace. As he rode away his heart was cheered by the sound of the tree's glass leaves tinkling out their beautiful music.

After three days and nights of travel he knelt before the princess, amazed once again at how beautiful she was, and presented her with the Singing Ringing Tree.

The princess grabbed it from him without a word of thanks. Now that she had her heart's desire, she had quite forgotten that the prince wanted to marry her.

She ran out into the palace garden There was a pool with a fountain just below the princess' bedroom window and she immediately gave orders that the Royal gardener should fill in the fountain with earth from the garden, and plant the tree there, where she could hear it sing.

"But Your Highness," said the

gardener, "what about the fish in the pool?"

"Oh, I don't care about them," said the princess.

And so, the Singing Ringing Tree was put in place. The sunlight sparkled on its glassy leaves – but it was completely silent.



The prince was bowed down with grief.

The princess did not love him. What a

fool he had been to fall so completely in



love with someone who had no thought or feeling for anything other than herself. Already he could feel the evil little goblin's spell flowing through him, drawing him back to the thorny rocky



kingdom. He lay down at the foot of the silent Singing Ringing Tree and fell into a troubled sleep, full of wild and frightening dreams.

He awoke, in the early morning, feeling very strange indeed. He opened his eyes and saw that the arm he was resting his head on was covered in rough fur and ended with great curved black

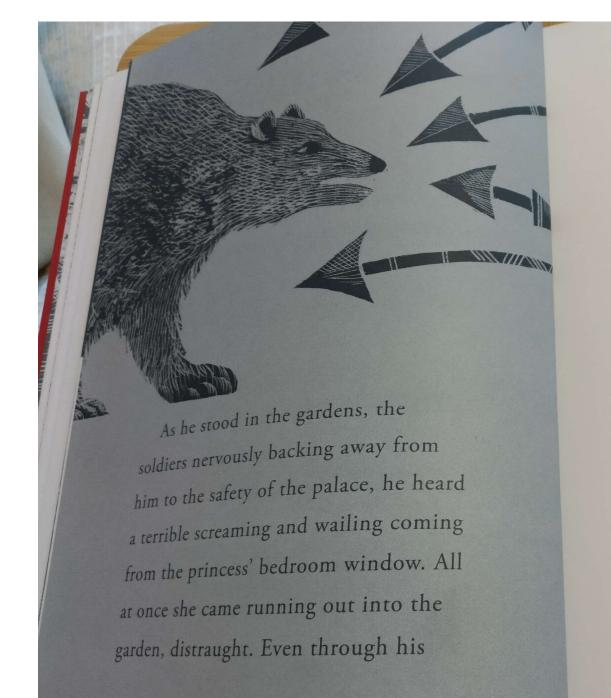
claws. He tried to get to his feet, but his body was far heavier than it had ever felt before and he fell down onto all fours.

He walked like this, towards the palace, lumbering heavily from side to side.

The soldiers, guarding the palace doors, jumped to attention, pointing their spears at him, panic in their eyes.

The prince was confused and opened his mouth to speak, "Don't be afraid – it's me – the prince who brought the Singing Ringing Tree!" But the sound that came from his throat was a great deep rumbling growl.

The goblin's wicked magic had transformed the prince from a man to great bear!



wasn't quite the girl she had been the night before. Her smooth brown skin was coarse and grey in the morning sunlight, and her glossy black hair was tangled and straggly. She fell to her knees and covered her face with dry, scaly hands.

The bear prince went to the princess' side, wanting to calm her, for he knew straight away that her transformation too was the work of the evil little goblin.

He spoke quietly into her ear, his voice low and growling, but gentle. "We have to go, princess. Come with me."

The princess had no idea what was happening to her but she felt she couldn't possibly stay at the palace, looking as



she did. She might as well go with this great hairy bear. She climbed on his back and buried her face in his fur. Together, the bear prince and the princess rode off through the palace gates and west towards the goblin's kingdom.

After three days and three nights the bear prince and the princess arrived and were greeted by the cackles of the

goblin. He was delighted to have them in his power and danced around them, triumphant.

The princess was overwhelmed with misery at the loss of her beauty. She thought it was the only thing she had and without it nothing else mattered. She lay in a cave on the stony ground and wept.

The bear tried his best to comfort her but to no avail. He made her a bed of soft green moss and brought her nuts and sweet honey and berries to eat.

At night he lay down outside the cave to keep the princess safe.



Gradually, through her wretchedness, the princess began to notice his kindness. She saw how the birds came to him and perched on his great shaggy head, and how even the most timid of creatures, the deer and the rabbit and the lizard, seemed to trust him.

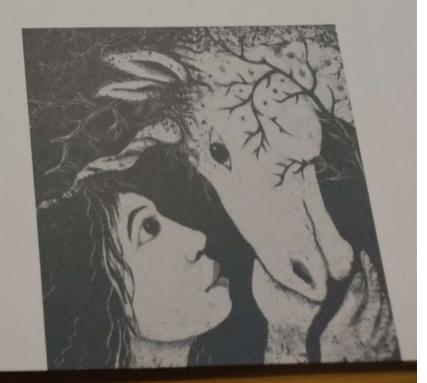
She began to think less about her own misery. There were no golden mirrors to remind her of her ruined beauty and it began to matter less and less.

She began to help the bear collect food for them both. One day, while she was collecting berries, she came upon a unicorn caught in a thorn bush.

The beautiful creature was stuck fast, its white coat torn and bleeding. The princess

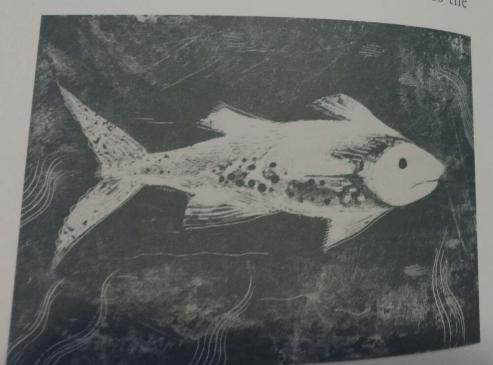
gently stroked its head and pulled away the brambles. She tore strips of silk from her dress and bound its wounds.

The evil little goblin, watching this scene from behind a rock, was enraged. He knew that if the princess' heart were to become warmed with love she would no longer be in his power. And if she began to love the bear, then he too would be free of the goblin's enchantment.



The goblin muttered a spell beneath his breath, a cold wicked spell to freeze the ground and put the ice back in her

The stream that ran past the cave where the princess sheltered immediately froze over. With horror she saw that a beautiful silver fish was trapped in the ice. Without hesitation, she took off one of her bejewelled shoes, walked across the



frozen stream and broke the ice around the fish so that it could swim free.

The goblin was furious. He stamped his hooves on the frosty ground and at once the cave collapsed in a heap.

The princess cried out in horror and ran towards the cave. Her first thought was for the bear and she was terrified that he might be hurt. With a pang she realised that she loved him and that she must find him as soon as possible. She couldn't see him in the collapsed cave, but she knew she must find him and be with him.

The goblin was horrified – he could see what was unfolding before his wick yellow eyes, and was determined to stop

Again he stamped his hoof and a great torrent of water came gushing from the earth, flooding the ground and washing it seemed certain that she would drown, safety by the great silver fish.

The goblin screamed in rage and frustration. Again he struck the ground with his hoof and a great ring of flame leapt up around the princess. But at the very same moment the magical unicorn appeared by her side. The princess climbed onto the unicorn's back and they soared up and over the flames to where the bear stood, outside the ring. The unicorn dropped the princess at the

bear's feet and the princess flung her arms around him.

"Dear Bear," she cried, "thank goodness you are safe! I love you so much!"

And with that, the fire died down, the waters rolled away and the frozen ground became covered with soft grass and spring flowers. With a terrible cry of fury the goblin was swallowed up by the earth.

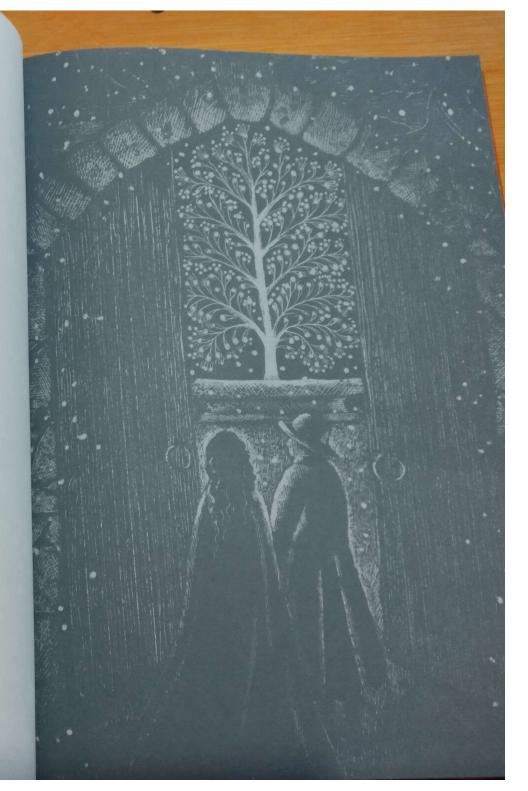
The princess realised that the great furry beast she was holding in her arms was the young prince who wanted to marry her, and he looked into her face, far lovelier than before because it was soft with love.

The spell was broken.

The two lovers made their way slowly

back to the palace. With no horse or evil enchantment to carry them it took far longer than three days and nights, and by the time they reached the palace they had planned their wedding, and named all the children they intended to have.

And, as they walked through the gates of the palace, the air was filled with the music of the Singing Ringing Tree.



Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you see?
- * What puzzled you?

Thinking deeper...

Which character interested you the most? Why?

Is that character the most important in the story/ or is it really about someone else?

Which character(s) didn't you like?

Did any of the characters remind you of people you know?

Or remind you of characters in other books?

Have your perceptions of the characters changed?

What do they think the message of the story is?

Do they think the Prince should have made the bargain with the goblin?

Was it worth it?

Week 2 Thursday

- * Learning Outcome / Objective
- * I can respond to stories and find their meaning.
- * I can read fluently and with prosody.

INTRODUCTION

A love of stories is a universal thing. Every film, song, soap opera and joke is a story, with a beginning, a middle and an end.

a beginning, a middle and
a beginning, a middle and
to know 'what happens next' is
To want to know 'what happens next' is
almost as instinctive as breathing. And it comes
almost as instinctive as breathing.

Even though I've gathered together two
Even though I've gathered together two
previous collections (The Emperor's Nightingale
previous collections (The Emperor's Nightingale
and Other Feathery Tales and The Little
and Other Feathery Tales), which I
Mermaid and Other Fishy Tales), which I
hope you have enjoyed, there are still plenty
more stories and poems in my head, and so I
have put this third selection together for you.

This time I have ventured into the forests and jungles, mountains and woods, to find stories about animals of all kinds – growling, snorting, spotted and striped, hairy and scaly, with teeth and claws.

I have always loved animals. I love the variety of creatures on the earth – rough-skinned elephants with their sinuous trunks, yellow-eyed tigers, hulking great bears, elegant springing antelope.

I am moved by the intelligent expressions of gorillas, chimpanzees, dogs and cats. They have no artifice, no social 'face' to present to the world — they just are who they are. They inspire me in my work and enhance my life. My family and I share our home with an elderly cat who is gentle and affectionate, a silent witness to our lives, gloriously indifferent to family drama, but always there — a constant and comforting presence.

Humankind has a paradoxical and confused relationship with animals. They delight and inspire us and yet we use and abuse them. We worship some animals and ill-treat others. We hunt them to extinction and then do our best to conserve them. We sentimentalise them, and interpret their behaviour in human terms and yet with a stunning lack of humanity,

we drive them from their natural habitats through the development of ours.

We don't seem to have understood that all of us, human and animal, have a place



in the ecosystem, that we are all linked, that we need each other.

All the stories in this book have something to say about our relationships with animals, and probably reveal more about us than about them. Humans have a natural tendency to anthropomorphise – a long word that means we like to give animals human characteristics. I think we do this in our on-going attempt to make sense of the world, to have a place for everything, to impose human order. By anthropomorphising, we are trying to understand what animals think and feel and to fit them into our view of the world.

So we talk about the noble lion, the sinister snake and the mischievous monkey. The camel we see as aloof and the cow as patient and gentle. Our language is peppered with references to them: 'as strong as an ox', 'like a bull in a china shop', 'cunning as a fox' ...

Some of these characteristics may be based in reality, but generally they are entirely our own invention. The only thing that really holds sway in the natural world is the circle of life

and the food chain. Sentiment and imagination and love are human characteristics ...

These stories come from all around the world: some are ancient, some more recent, some will be familiar, others, I hope, may be new to you. There are stories of transformation, of magic, empathy, kindness and trickery. Like a latter-day Noah I have herded them together from all over the world, from Africa and India, from America, Greece and the Arctic. We have bears, foxes and wolves, an elephant and a rhinoceros, a leopard and a lion. I have included some mythical creatures too: the terrifying Minotaur and the mysterious unicorn, as well as a cowardly dragon.

I hope you will enjoy them - and if you do, pass them on - tell them again!



Later in the lesson we will read two more stories.

Here is our model text of The Singing Ringing Tree for us to learn from our text map with actions.

Opening

There was once a beautiful princess who had shining black hair that ripped down her back in waves, smooth brown skin and eyes as dark as the night sky. She was beautiful on the outside, but inside she was ugly as she was proud and selfish. Every prince from across the kingdom came to ask for her hand in marriage and brought her gifts. Each was turned down. One prince asked what would tempt the princess to marry him. She looked down her nose at him and scornfully replied, "Bring me the singing ringing tree." The prince set off at once, travelling for 3 days over bleak mountains, through dark forests and across barren plains. Eventually, his eyes saw the tree with its glass leaves sparkling in a shaft of sunlight.

Build up

All of a sudden, from nowhere, appeared an evil, little goblin. His yellow eyes flashed as he told the prince that he could not take the tree unless he agreed to his condition. "The princess must fall in love with you or I will transform you into any form I choose and you must return here to spend the rest of your days under my spell!" Foolishly, the prince agreed and took the tree back to the princess.

Problem

Upon seeing the tree, the princess ordered for it to be planted in the fountain by her window. She then told the prince to leave for she didn't love the him at all. Instantly they both transformed, by magic, into a great bear and a hideous old woman. Together they fled the palace and headed back to the goblin.

Resolution

Over time, the bear showed the woman kindness and love. He brought her sweet honey and berries, made her a bed of green moss and kept her warm at night. Gradually, this kindness warmed the princesses heart and she started to think of others before herself. The goblin saw this change and was furious. Angrily, he caused a cave to collapse upon the sleeping bear. The princess cried out in horror and ran to save him. With bleeding hands, she move rock after rock until she saw the bear and weeping she wrapped her arms around him. With that act of love, the spell was broken.

Ending

Together, as prince and princess, they made their way back to the palace and as they stepped through the courtyard, they heard the air filled with the music of the Singing Ringing Tree.

Sequencing

- * Sequence the story correctly.
- * Label each section clearly.
- * Summarise what is key in each paragraph.

* Opening

Introduces the princess – beautiful on outside, but ugly inside and prince agreeing to get the tree

Build up

Meets goblin and agrees to the condition

* Problem

Transforms into bear and hideous old woman

* Resolution

Falls in love and saves bear

* Ending

Returns to palace to hears the tree sing

Read The Leopard's Promise and The Old Lady and Her Son

- * Tell me...
- * What did you like?
- * What did you dislike?
- * What patterns did you see?
- * What puzzled you?

Week 2 Friday

- * Learning Outcome / Objective
- * I can recognise language features of the model text including cohesive devices and the power of three.

Opening

There was once a beautiful princess who had shining black hair that ripped down her back in waves, smooth brown skin and eyes as dark as the night sky. She was beautiful on the outside, but inside she was ugly as she was proud, cruel and selfish. Every prince from across the kingdom came to ask for her hand in marriage and brought her gifts. Each was turned down. One prince asked what would tempt the princess to marry him. She looked down her nose at him and scornfully replied, "Bring me the singing ringing tree." The prince set off at once, travelling for three days over bleak mountains, through dark forests and across barren plains. Eventually, his eyes saw the tree with its glass leaves sparkling in a shaft of sunlight.

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Ending

Together, as prince and princess, they made their way back to the palace and as they stepped through the courtyard, they heard the air filled with the music of the Singing Ringing Tree.

What other cohesive devices can be used?

- * Think about ways of linking and flowing across sentences and paragraphs.
- * We looked at pronouns already, what about time conjunctions?

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Can you find the power of three being used?

* It is used a few times for character description and also for setting description.

Power of three – what effect does it have?

- * princess who had shining black hair that ripped down her back in waves, smooth brown skin and eyes as dark as the night sky
- * she was proud, cruel and selfish
- * over bleak mountains, through dark forests and across barren plains

Week 3 Monday

- * Learning Outcome / Objective
- * I can adapt a story to offer a different perspective.

Shared planning

Think about the Goblin's perspective

Opening – meets prince who wants to steal his tree and gets him to agree to a condition

Build up – turns selfish and silly humans into things they hate

Problem – spell starts to break down

Resolution – humans break spell

Ending – left with no tree and no humans to torment

From plan...

- * Write opening and build up together as a class, use model text to support.
- * In pairs write the problem, resolution and ending together from the shared plan using the model text.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can plan a story from a different perspective.

Plan the story from the view of the princess

Draw each section and make notes

- * Opening
- * Build up
- * Problem
- * Resolution
- * Ending

Speak you full plan to a partner for feedback.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can write an effective opening and build up using cohesion.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing using success criteria.
- * I can write an effective problem, resolution and ending using cohesion.

Week 3 Friday

- * Learning Outcome / Objective
- * I can perform / publish my work.

Week 4 Monday

- * Learning Outcome / Objective
- * I can identify key moments in a text and create a freeze frame of the action.

Read...

* The heavenly elephant

Tell me...

What did you like?

What did you dislike?

What patterns did you find?

What puzzled you?

Pick out the 5 key events

Think about your 5 parts to the story

Opening

Build up

Problem

Resolution

Ending

Opening

* Jasmine in her garden and seeing the elephant eating all her flowers

Build up

* Jasmine hitching a ride with the elephant and seeing the jewelled garden

Problem

* Everyone wanting to visit the jewelled garden so all waiting for the elephant to appear

Resolution

* All in a chain hanging from the elephant and then Jasmine letting go

Ending

* All tumbling back down and never seeing the garden

Freeze frame the 5 sections in groups

Take a photo of each section.

Write speech and thought bubbles for characters within the freeze frame.

Week 4 Tuesday

* Learning Outcome / Objective

* I can speak with fluency and prosody.

* I can recognise possessive apostrophes, both singular and plural.

Show pictures from the freeze frames to retell the story.

* The Heavenly Elephant.

Imagine you are Jasmine...

* Lots of people know about the jewelled garden of heaven.

* You start receiving letters to persuade you to take people with you.



A letter for Jasmine...

Number 4
Rosebud Avenue

The gardens
Ruby Crescent

12.03.07

Dear Jasmine,

I am writing to persuade you to let me come on your exciting travels, on the tail of an elephant, to the ruby-filled, jewelled garden. I know this may be dangerous and that you are concerned for my safety, but this is definitely something that I feel is worth the risk.

Firstly, all my life, I have dreamed of seeing something beyond this world. Of soaring through the skies in search of adventure and treasures. The treasures you say you saw, of precious jewels and glittering gems, are wonders that deserve to be seen. And I deserve to see them!

Secondly. my age is such that I know you are worried about my body being capable of flying through the air at night, but I promise you, I am fitter than some half my age. Working in the gardens has kept my heart strong and my muscles stronger. You need not fear me not making the journey, for the sheer thought of it gives me the courage and strength of ten men.

Please, I beg you, find it in your heart to give the best gift imaginable. The gift of touching heaven. I will be waiting for you tonight in the garden and hope that you love me enough to let me join your journey.

Yours sincerely, Auntie Ameena

Jasmine's letters

Possessive apostrophe



Apostrophes

Apostrophes are used to show possession.



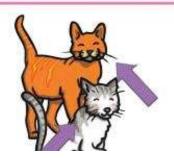
This is Amy's car.



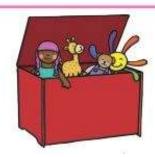
Robert's shoes are dirty.



The cats' whiskers are long.



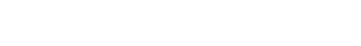
The children's toys are in the box.



Singular Nouns

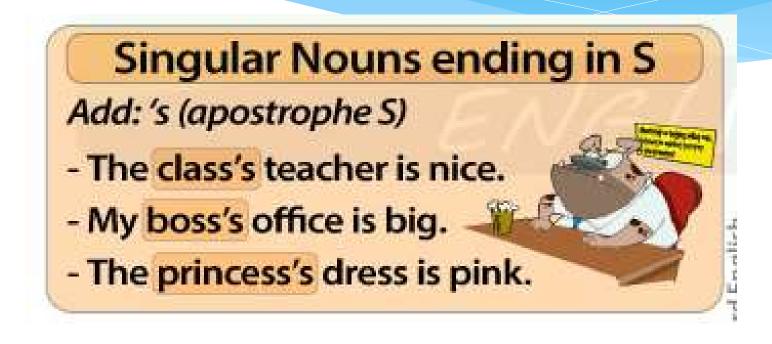
Add: 's (apostrophe S)

- We went to Ange's house last night.
- Where is the dog's bone?
- Is that your friend's bike?



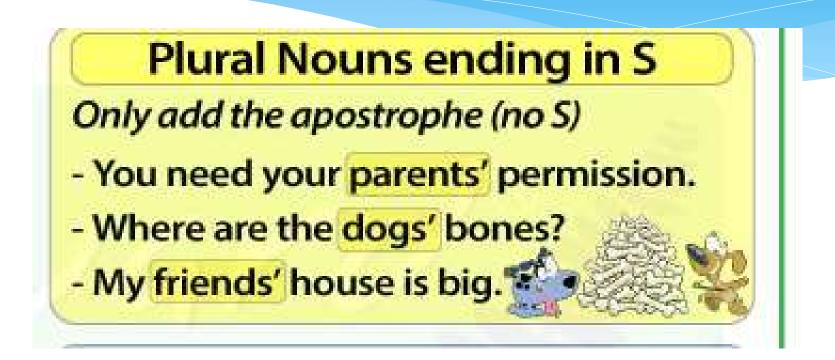
* e.g.

It was Jasmine's journey that took her to the jewelled garden.



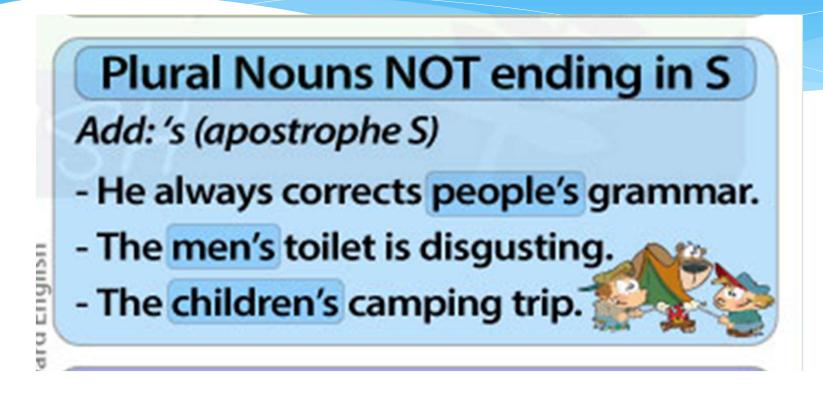
* e.g.

The princess's tree began to sing.



* e.g.

Her grandparents' weakening sight.



* e.g.

The children's adventure was over as they tumbled from the sky.

Practice using the apostrophe to show possession.

Singular Nouns

Add: 's (apostrophe S)

- We went to Ange's house last night.
- Where is the dog's bone?
- Is that your friend's bike?



Plural Nouns ending in S

Only add the apostrophe (no S)

- You need your parents' permission.
- Where are the dogs' bones?
- My friends' house is big.



Singular Nouns ending in S

Add: 's (apostrophe S)

- The class's teacher is nice.
- My boss's office is big. -
- The princess's dress is pink.

Plural Nouns NOT ending in S

Add: 's (apostrophe S)

- He always corrects people's grammar.
- The men's toilet is disgusting.
- The children's camping trip.



Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise features of a formal persuasive letter.

A letter for Jasmine...

Number 4
Rosebud Avenue

The gardens
Ruby Crescent

12.03.07

Dear Jasmine,

I am writing to persuade you to let me come on your exciting travels, on the tail of an elephant, to the ruby-filled, jewelled garden. I know this may be dangerous and that you are concerned for my safety, but this is definitely something that I feel is worth the risk.

Firstly, all my life, I have dreamed of seeing something beyond this world. Of soaring through the skies in search of adventure and treasures. The treasures you say you saw, of precious jewels and glittering gems, are wonders that deserve to be seen. And I deserve to see them.

Secondly. my age is such that I know you are worried about my body being capable of flying through the air at night, but I promise you, I am fitter than some half my age. Working in the gardens has kept my heart strong and my muscles stronger. You need not fear me not making the journey, for the sheer thought of it gives me the courage and strength of ten men.

Please, I beg you, find it in your heart to give the best gift imaginable. The gift of touching heaven. I will be waiting for you tonight in the garden and hope that you love me enough to let me join your journey.

Yours sincerely, Auntie Ameena

Jasmine's letter formal.

Formal

Full sentences

Correct grammar and vocabulary

No contractions e.g. I would...

No idioms

Passive voice

e.g. The application form is complete.

No phrasal verbs e.g. To investigate

No abbreviations e.g. As soon as possible

No exclamation marks

No imperatives.

e.g. You may complete the form.

Informal

Short sentences

Lack formal grammar and vocabulary

Contractions e.g. I'd...

Idioms e.g. On point (good)

Active voice

e.g. I completed the application form.

Phrasal verbs e.g. Look into

Abbreviations e.g. ASAP

Exclamation marks

Imperatives (start with a verb)

e.g. Complete the form.

Let's look another example...

125 Banana House, Blueberry Road, Exeter, Devon 123 Apple House, Blueberry Road, Exeter, Devon

Tuesday 1st March 2016

Dear Miss Smith,

I am writing to let you know about a very serious problem: your monkey. Merlin the monkey. As you know, I absolutely love monkeys, they are beautiful, cheeky, energetic and hilarious. However, I have had enough of it stealing all my bananas and it has to go! Merlin must, must, must be given to the zoo!

Firstly, I work every day to earn enough money to buy my favourite snack, but every time I go to eat one of my precious bananas, they've been stolen by Merlin the monkey! Friday evening for example – he stole my best bunch! Is that fair on me?

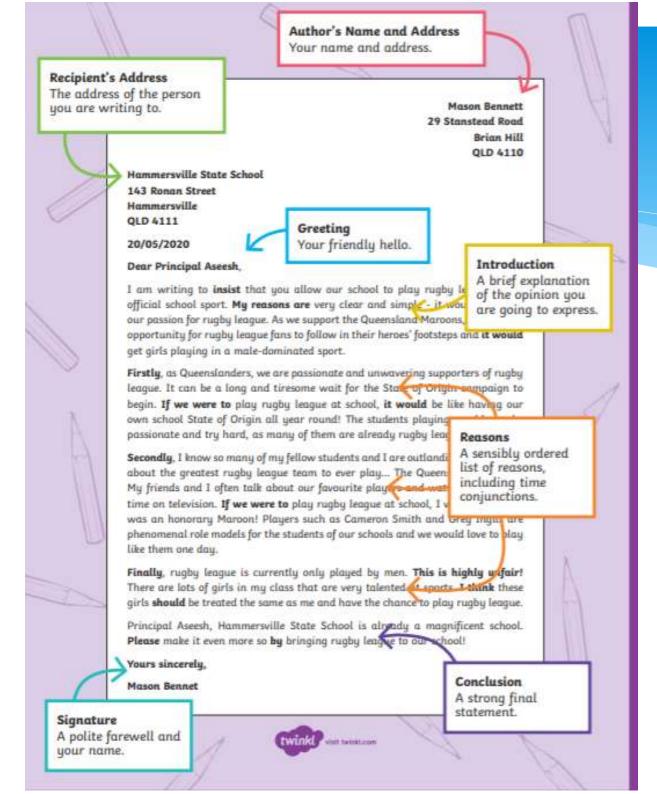
Secondly, he is actually breaking the law by trespassing into my home uninvited. In my opinion you should only have pets that you can control. I know some believe monkeys are fun pets, but I feel that they should just be enjoyed by safely visiting them in the zoo. I am sure that you would agree. Don't you think it would be kinder to the poor animal?

Merlin is, after all, a wild animal who should be spending his days climbing ropes, swinging on branches and chasing other glorious monkeys around. You know it's true! Please visit the local zoo as soon as you can, I could even come with you! Do the kindest thing... not only for me, but for Merlin.

Yours sincerely, Mr Chair (Your kind and thoughtful neighbour)

Can you pick out some key features?

- * Are there things that you don't see in other writing?
- * Where are these things placed?
- * How are letters started?
- * How are letters ended?



Did you notice these?

- * Address for both those receiving and those sending letters.
- * Greetings
- * Signature

Greeting

If you **do know** who the letter is to, begin it with either Mr, Miss, Mrs, Ms and their surname, then a comma:

Example:

Dear Miss Smith,

If you **don't know** who to address the letter to, begin it with:

Example:

Dear Sir or Madam,

Closing Farewell

If you **do know** who the letter is to, close your letter on the left-hand side with:

Yours sincerely, (Your Full Name)

If you **don't know** who the letter is to, close your letter on the left-hand side with:

Yours faithfully, (Your Full Name)



Practise the layout, greetings and closings to the queen for a formal letter and your best friend for an informal letter.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can use cohesive devices to sequence text.

A letter for Jasmine...

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The gardens
Ruby Crescent

12.03.07

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Please, I beg you, find it in your heart to give the best gift imaginable. The gift of touching heaven. I will be waiting for you tonight in the garden and hope that you love me enough to let me join your journey.

Yours sincerely, Auntie Ameena

Features of a persuasive letter

Address of who it is going to

Address of sender

Date

Greetings

Why writing

Reasons

Closing

Yours Sincerely,

Holly Richards

Councillor Addams

Council Chambers

423 Main Street

Bellsbrook

NSW 2110

Finally, the impact of this factory farm on our community would be a negative one. Our local free-range chicken farms would not survive and our town would be polluted by the noise and smell of such an eyesore. Bellsbrook is such a beautiful town with a strong community that will change dramatically if this farm is not shut down immediately.

Cut these sections up and lay them out correctly.

Councillor Addams, I am sure you can see by my arguments that closing the factory chicken farm that has opened on Mill Road is a wise decision for our town.

Firstly, did you know that factory farming is responsible for about 10% of greenhouse emissions in Australia? These greenhouse emissions cause climate change. This is extremely dangerous for our community because climate change causes drought and I am sure I do not need to remind you Councillor Addams of the effects of drought on our famers. Thankfully, by closing the factory farm and supporting our smaller producers, this will really help in reducing our carbon footprint. After all, who wants to pay astronomical prices for produce?

4th April 2020

I am writing to insist that the factory chicken farm that is opening on Mill Road be immediately closed. I am sure that I speak for our whole community when I say that factory farming has a devastating effect on our environment and the people of Bellsbrook do not want it. My reasons are truly clear; factory farming emits greenhouse gasses and causes deforestation, both of which have a huge effect on climate change. Factory farming would also affect our local community. I am sure you would agree that we should all do our part to save our planet and take steps to reduce our impact on the environment. Closing the Mill Road factory farm is a positive step towards this goal.

Secondly, factory farming leads to deforestation and deforestation is responsible for 8-10% of greenhouse gas emissions in Australia. You know Bellsbrook Forest is right next to that factory farm and I am quite sure that over time that farm is going to need more space to grow feed for all those chickens. All our community use Bellsbrook Forest for all sorts of recreation. It would be such a shame to lose it. Losing our forest is devastating to our environment because forest vegetation absorbs carbon, keeping it out of our atmosphere. Surely you can see how terrible this farm is for our community.

Dear Councillor Addams,

Holly Richards

44 Greenfields Way

Bellsbrook

NSW 2110

Holly Richards

NSW 2110

44 Greenfields Way Bellsbrook

Councillor Addams

Council Chambers

423 Main Street

Bellsbrook

NSW 2110

4th April 2020

Dear Councillor Addams.

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Finally, the impact of this factory farm on our community would be a negative one. Our local free-range chicken farms would not survive and our town would be polluted by the noise and smell of such an eyesore. Bellsbrook is such a beautiful town with a strong community that will change dramatically if this farm is not shut down immediately.

Councillor Addams, I am sure you can see by my arguments that closing the factory chicken farm that has opened on Mill Road is a wise decision for our town.

Yours Sincerely,

Holly Richards

This is how it should look...

Week 4 Friday

- * Learning Outcome / Objective
- * I can recognise emotive language as a persuasive technique.

A letter for Jasmine...

Number 4
Rosebud Avenue

The gardens
Ruby Crescent

12.03.07

Dear Jasmine,

I am writing to persuade you to let me come on your exciting travels, on the tail of an elephant, to the ruby-filled, jewelled garden. I know this may be dangerous and that you are concerned for my safety, but this is definitely something that I feel is worth the risk.

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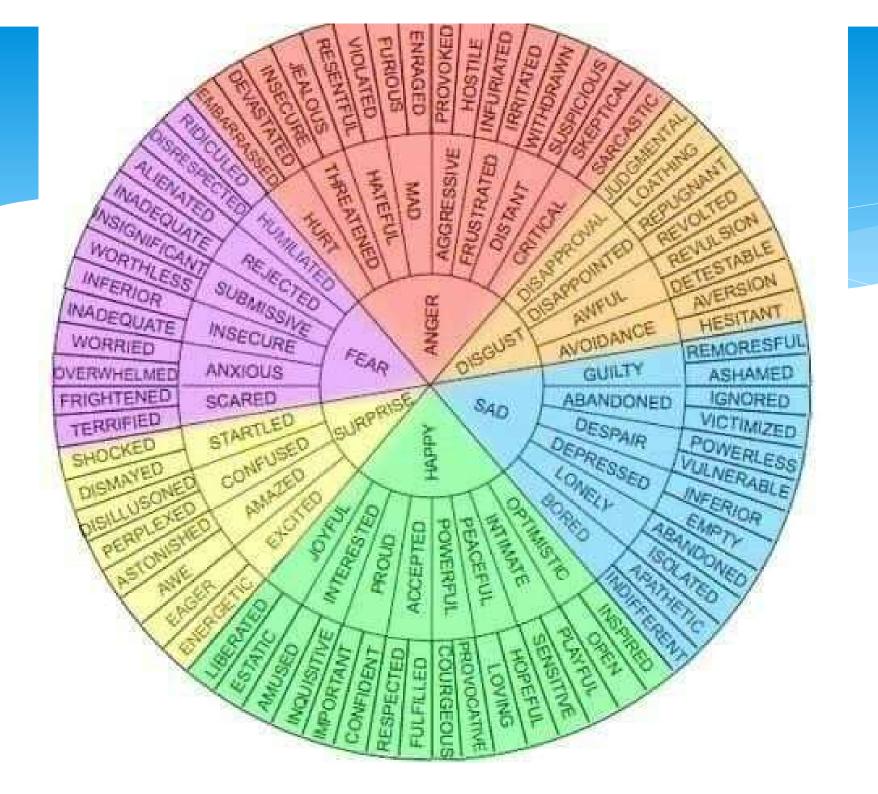
Yours sincerely, Auntie Ameena



Emotive Language

Choice of words packed with emotion can influence an audience for or against your ideas, to be with you or against you.





Writing to Persuade Persuasive Devices Word Mat

I implore you...

On the other hand, ...

Do you really think that ...?

With good reason...

It is imperative that...

Is it really worth ...?

Therefore...

I urge you to...

This will cause...

For these reasons...

We utterly condemn...

It's clear for all to see...

I strongly believe that...

How could anyone possibly ...?

The fact of the matter is...

Of course, ...

Surely...

Considering...

Naturally...

Moreover...

Despite this...

Without a doubt ...

What's more...

Evidence overwhelmingly shows...

Furthermore...

Obviously...

It is proven that...

Highlight the emotive language in Jasmine's letter.

e.g. let me come on your exciting travels joy for sharing this adventure

Think what each phrase creates in Jasmine as an emotion.

Happiness / guilt / pain / anxiety

Week 5 Monday

- * Learning Outcome / Objective
- * I can use retrieval and inference to show understanding.
- * I can offer ideas as a class to write a persuasive letter.

A letter for Jasmine...

Number 4
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12.03.07

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Yours sincerely, Auntie Ameena



The kitchen, First door on the right, This flat

Igor's bed, Somewhere among the mess, This flat

Dearest son,

We, your parents, are writing this letter to implore you to tidy your bedroom. As you will find in this letter, there have been recent events that have led us to this point.

Firstly, we are becoming increasingly concerned for your carpet. Rumours are spreading that it's actually left your room and has travelled to a different house. Until you reveal the floor (by removing the various mounds of clothes and toys), we will be unable to confirm or deny these claims.

Secondly, we are worried about the level of danger that your room currently presents. You may be thinking that nobody noticed when you stumbled over that toy car last week but we saw you waving your arms around to try to prevent yourself from falling. I'm sure that you don't really want to risk that level of danger every time you need to grab something from your bookcase.

Luckily, we have an easy solution: tidying. Simply, place your dirty clothes in the basket and put your toys back in the box. Not sure which box to use? We suggest the one that says 'TOYS' on the top. We think you'll find that it's spacious enough to hold every one of the toys currently living on your bedroom floor. This is a quick, simple and easy method that will yield almost immediate results.

Please, for the safety of all who live here, tidy your room.

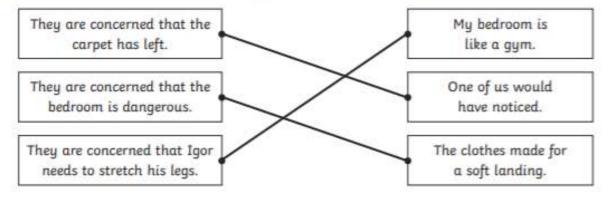
Yours sincerely,

Your concerned parents

Questions

50.54f	
Where is Igor's room? Tick one.	
O first door on the right	
O second door on the right	
O first door on the left	
o second door on the left	
Draw three lines and match Igor's parents' co	oncerns with Igor's response.
They are concerned that the	My bedroom is
carpet has left.	like a gym.
They are concerned that the	One of us would
bedroom is dangerous.	have noticed.
They are concerned that Igor	The clothes made for
needs to stretch his legs.	a soft landing.
· · · · · · · · · · · · · · · · · · ·	
Look at the first letter.	
Look at the first letter. Find and copy one word that means the same	e as beg.
TING TO THE PERSON OF THE PERSON OF THE PROPERTY OF THE PERSON OF THE PE	e as <mark>beg</mark> .
Find and copy one word that means the same	
7000 000 000 000 000 000 000 000 000 00	
Find and copy one word that means the same Why do Igor's parents suggest that he puts hi	is toys in the box that says 'TOYS' on the top'
Find and copy one word that means the same	is toys in the box that says 'TOYS' on the top'
Find and copy one word that means the same Why do Igor's parents suggest that he puts hi	is toys in the box that says 'TOYS' on the top'
Find and copy one word that means the same Why do Igor's parents suggest that he puts hi	is toys in the box that says 'TOYS' on the top? In trip on a toy car last week? et and put your toys back in the box.

- 1. Where is Igor's room? Tick one.
 - O first door on the right
 - O second door on the right
 - O first door on the left
 - second door on the left
- 2. Draw three lines and match Igor's parents' concerns with Igor's response.



Look at the first letter.Find and copy one word that means the same as beg.

implore

4. Why do Igor's parents suggest that he puts his toys in the box that says 'TOYS' on the top?

They suggest this as it is spacious enough to hold all of the toys that are currently on his bedroom floor.

5. How does Igor know that his parents saw him trip on a toy car last week?

He knows because he could hear them laughing.

6. Simply, place your dirty clothes in the basket and put your toys back in the box.
Why do you think that Igor's parents have chosen to use the word simply?

Pupils' own responses, such as: I think that Igor's parents have chosen to use the word 'simply' to make Igor feel as though it's a really easy job. This might convince him to tidy his room.

Shared writing...

* Plan a letter back to Igor's parents from Igor persuading them that the room does not need tidying.

- * Greeting
- * Reason for writing
- Reason 1 for not tidying bedroom with expanded ideas
- * Reason 2 for not tidying bedroom with expanded ideas
- Closing

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan a persuasive letter.

A letter for Jasmine...

Number 4
Rosebud Avenue

The gardens
Ruby Crescent

12.03.07

Dear Jasmine,

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Yours sincerely, Auntie Ameena

Structure

Introduction

Grab the reader's attention and clearly state your opinion.

Main Body Paragraphs

Give reasons for your opinions and explain these in detail.

Conclusion

Remind the reader of your opinion and leave them with something to think about.

Persuasive Language

Modal Verbs

(must, will, should)

Modal Adverbs

(definitely, absolutely, certainly)

Evaluative Language

(incredible, outstanding, awful, revolting)

Sentence Starters

First, lets talk about...

Another important point worth considering...

Astonishingly, some people don't know that...

Yet another incredible thing about..

Finally, and most importantly...

Best/Worst of all...

Powerful Statements

Just think about it!

It's out of this world!

We can't let this go on!

We must stop this now!

You know I'm right!

Remember:

Consider your audience.

Make your opinion clear.

Use a strong voice.

Give reasons for your opinion.

Check your spelling and punctuation.

Planning

- * Draw each section as a picture.
- * Make notes for each picture.
- * Talk your plan through with a partner to get feedback.

Greetings

- P1 Why you are writing
- P2 Reason 1 to persuade with extension of ideas
- P3 Reason 2 to persuade with extension of ideas Closing

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can write a persuasive letter.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing using success criteria.
- * I can complete my letter.

Week 5 Friday

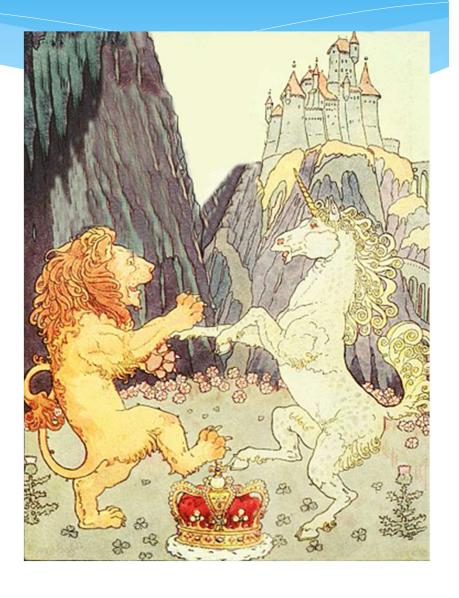
- * Learning Outcome / Objective
- * I can publish / perform my letter.

Week 6 Monday

- * Learning Outcome / Objective
- * I can learn and perform a poem.
- * I can give personal responses to a poem with justifications.

Hook – look at these pictures and discuss what you think might be going on





Hook – watch 2 min video

- * https://youtu.be/3MUI_YUtp5o
- * Watch through twice.
- * Think about the images e.g. the symbols in the eyes
- * Think about the music e.g. the pace and dynamics
- * In pairs, retell the story shown

The lion and the unicorn
Were fighting for the crown
The lion beat the unicorn
All around the town.

Some gave them white bread,
And some gave them brown;
Some gave them plum cake
and drummed them out of town.

And when he had beat him out,
He beat him in again;
He beat him three times over,
His power to maintain.

"The Lion and the Unicorn" have been part of the United Kingdom history since 1603 when Scotland and England were unified.

Even before James I of England unified the two kingdoms, they were already symbols in their Royal Arms, two lions being emblem of England while two unicorns were standing for Scotland.

Since 1603 the Lion and the Unicorn are elements in the Royal coat of arms of the United Kingdom, standing for the unification of the two kingdoms.





The unicorn is a legendary creature, sometimes depicted as a white horse with a horn in the middle of its forehead. Legends describe this horn as having miraculous powers: cure diseases, cleanses evil, giving life.

The lion is a respected, valued and even defied animal in some cultures. Its identity as a symbol of power dates back 5,000 years. The lion's mane is a royal symbol being often compared with the sun rays.

"The Lion and the Unicorn" is traditional nursery rhyme telling the story of the fight for the two kingdoms, the lion and the unicorn being symbols of their power and dominance.





Tell me...

- * What do you like about the poem?
- * What do you dislike about the poem?
- * What patterns did you find?
- * What puzzles you?

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can learn and perform a poem.
- * I can give personal responses to a poem with justifications.
- * I can recognise rhyming words.

The lion and the unicorn
Were fighting for the crown
The lion beat the unicorn
All around the town.

Some gave them white bread,
And some gave them brown;
Some gave them plum cake
and drummed them out of town.

And when he had beat him out,
He beat him in again;
He beat him three times over,
His power to maintain.

I'm a GNU

* https://youtu.be/cGVdCGxh1IY

* Here is another poem from the book.

I'm a GNU

A year ago, last Thursday, I was strolling in the zoo
When I met a man who thought he knew the lot
He was laying down the law about the habits of baboons
And the number of quills a porcupine has got
So I asked him: What's that creature there?
He answered "Nyeh, h'it's a h'elk"
I might have gone on thinking that was true
If the animal in question hadn't put that chap to shame
And remarked "I h'ain't a h'elk, I'm a g-nu"

I'm a g-nu
The g-nicest work of g-nature in the zoo
I'm a g-nu
How d'you do?
You really ought to k-now wa-who's wa-who
I'm a g-nu
Spelt G-N-U
I'm g-not a camel or a kangaroo
So let me introduce
I'm g-no, g-no, g-no - I'm a g-nu

I'm a GNU

I had taken furnished lodgings down at Rustington-on-Sea Whence I travelled on to Ashton-under-Lyne it was actually And the second night I stayed there I was wakened from a dream Which I'll tell you all about some other time Among the hunting trophies on the wall above my bed Stuffed and mounted was a face I thought I knew A bison? No, it's not a bison An okapi? S'unlikely Could it be a hartebeest? I seemed to hear a voice

I'm a g-nu
I wish I could g-nash my teeth at you
I'm a g-nu
How d'you do?
You really ought to k-now wa-who's wa-who
I'm a g-nu
Spelt G-N-U
Call me bison or okapi and I'll sue
G-nor am I in the least
Like that dreadful hartebeest
Oh, g-no, g-no, g-no
G-no, g-no, g-no - I'm a g-nu
G-no, g-no, g-no - I'm a g-nu

Tell me...

- * What do you like about the poem?
- * What do you dislike about the poem?
- * What patterns did you find?
- * What puzzles you?

A gnu



Rhyming words...

Have a copy of the two poems, and using coloured pencils, mark the words that rhyme.

What do you notice about the poem's form and structure?

The Lion and the Unicorn – rhyming couplets

The lion and the unicorn
Were fighting for the crown
The lion beat the unicorn
All around the town.

Some gave them white bread, And some gave them brown; Some gave them plum cake and drummed them out of town.

And when he had beat him out,

He beat him in again;

He beat him three times over,

His power to maintain.

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can support ideas for rhyming structures to create a poem as a class and in groups.

The Lion and the Unicorn

The lion and the unicorn
Were fighting for the crown
The lion beat the unicorn
All around the town.

Some gave them white bread,
And some gave them brown;
Some gave them plum cake
and drummed them out of town.

And when he had beat him out,
He beat him in again;
He beat him three times over,
His power to maintain.

Planning

* Pick either poem and in groups brainstorm so ideas for how they could be adapted.

I'm a GNAT



- * Think of rhyming words that could be used to create a poem about a gnat.
- * Think how we could pronounce this in the way of the GNU poem.

I'm a GNAT

A week ago, last Tuesday, I was strolling in the dessert (say dessat!)
When I met a man who thought he knew so much
He was laying down the law about the habits of zebras
As well as number of stripes they have and the such
So I asked him: What's that creature there?
He answered "Oh that is a flea."
I might have gone on thinking that was that
If the animal in question hadn't put that chap to shame
And remarked, "I am not a flea, I am a GNAT!"

I'm a g-nat
I'm a g-nat
The g-nicest work of g-nature in the dessert (say dessat)
I'm a g-nat
Where are you at?
You really ought think about that.
I'm a g-nu
Spelt G-N-A-T
I'm g-not a cat or a blind bat
I'm a GNAT

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a poem based on the structure of either The Lion and the Unicorn or I'm a GNU.

Plan your own poem

* Think about the rhythm and rhyming structure.

Write your poem.

* Say it aloud as you write to see if you are able to keep the pattern and rhythm that you are hoping for.

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform my poem.
- * I can reflect on my learning around the book 'The Lion and the Unicorn'.

Performance

Think about...

- * pace
- * dynamics
- * body language
- * facial expression
- * rhythm

The Lion and the Unicorn

Think about your learning through this book this term.

You have written a story, a persuasive letter and a poem.

What themes have you noticed?

What did you like and dislike?
What patterns and puzzles did you notice?

What are you proud of in this unit? What progress have you made? What are you going to work on next?

