Year 2

Writing Learning Journey

Outcome: Write a diary entry
Purpose: To entertain
Audience: Ourselves (as Bob)
Form: Diary
Viewpoint: A happy day (1st person)

Text Driver

- *Man on the Moon* – Simon Bartram



Key Writing Statements:

- Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience
- Use past tense verbs
- Use exclamatory sentences (beginning with What)
- Use expanded noun phrases

Guided Reading Link Texts:
Man on the Moon – Simon Bartram

Overview of Learning Journey (11 Sessions)

Stimulate and Generate

1. LO: To understand how a character is feeling during the story
Using Role on the Wall – Children to have an outline of Bob and inside they write about how Bob is feeling during different parts of the story (have pictures from the story to support recall of events). This can be demonstrated by teacher first, then children work in pairs or groups of three to consider Bob's feelings. After they have attempted their own ideas, teacher to give the children some more challenging feelings words – including some red herrings: *are these words relevant? Do we need them?* Copies of this work to go in books.
WT: To continue the RoW started by the class in input, with adult support.

2. LO: To make inferences about what characters may be saying.
Speaking and Listening lesson about the tourists in *The Man on the Moon*. What are the tourists saying to each other? Split the class in half. CT and TA to pretend to be Bob giving a speech about the moon and funny facts, and children to sit in groups or 3 or 4 listening and talk about what Bob is saying, or ask Bob questions – Drama, acting as tourists.
After drama activity, children to have 2 speech bubbles on a photocopy of the tourist picture. The children should write what the tourists might be saying, remind the children about questions and 'and' and 'but' conjunctions.

Capture, Sift and Sort

1. LO: To examine what makes an effective diary.
Using a pre-written diary from Bob's friend on Saturn, written by the teachers, the children *text-mark* a copy of the diary which they will keep. Underline and label features that show *What A Good One Looks Like (WAGOLL)*. Discuss as a class what makes an *effective* diary and what features make our writing more interesting. The children could underline sentences that they want to mimic or copy then edit for their own diary.

2. LO: To use past tense verbs.
Verbs to change into past tense from the book:

WT	ARE	GD
talk	live	has
board	stop	read
start	arrive	read
fetch	change	keep
land	jet	know
check	hop	eat
reach	skip	goes
jump	clap	meet
		tell
		fly
		leave

Specifically teach the 'ed' morpheme – a morpheme means the word will change. Look at this adapted sentence from the book: *People talk about him*. Discuss the verb – when is this verb happening? (past, present or future?) What happens if the people talk yesterday? Discuss how to change the verb into past tense. Give another example where the children only have to add –ed then sent WT children to work with TA. Teach the rest of the class how to change verbs which end with a single consonant (hop), double consonant (check), or an e (live). Children to write sentences by changing the ARE verbs from the book into past tense, then using them in sentences.
WT: With TA, children to be given verbs and the –ed suffix, and stick them together, then write sentences using these verbs.
GD: After ARE activity, discuss irregular verbs with CT and try to use some in sentences.

3. LO: To use exclamatory sentences

What	*a*	adjective	noun	subject	verb	!

Only start these sentence with What during this lesson. Look at the alien picture at the end of the book. Discuss what an exclamation mark is for – to make our writing more exciting! Teach the exclamatory sentence rules – must end with an exclamation mark,

Create, Refine, Evaluate

1. LO: To create success criteria for an effective diary
Using our WAGOLL and what we learnt last week, children to work with the teacher to *write success criteria* for the diary they will write. Discuss what an effective diary means – the first success criteria should always be about making it effective (ie. *To entertain when writing a diary*). Other success criteria will include past tense, exclamatory sentences and expanded noun phrases (which can have examples next to the success criteria) and the skill they already know (which should not have examples next to success criteria).
Children then to plan their diary:

Dear Diary	Story/Anecdote	Conclusion
Plan their introduction	*Use their apprentice write, and add feelings to it from RoW*	*Final thought*

2. LO: To write an effective fact file
Model using the high frequency word mat and what it is for. Talk to the children about informal writing, we are going to be writing to ourselves (as Bob). Model writing an introduction for a diary. Model proof-reading as you write. Children to write their own introduction for their diary. Teacher to use in-flight marking to assist the children. Break the lesson into pieces, keep stopping to check they are including the literacy laws and correct spelling.

3. To write a diary.
Look at the apprentice write the teacher wrote last week. As a class, we are going to add feelings to their apprentice write. Explain that today, when they use their apprentice write in their diary, they should add feelings as well. Teacher to photocopy their apprentice write so they can annotate it with feelings and so they can see it whilst writing.
WT: Instead of writing the apprentice write out again, they cut and stick photocopied/typed sentences from their AW and all they need to do is add feelings sentences.

4. To write a diary.

should start with What, and must have a verb. Discuss what a verb is, and show the children *is, has, are, were* and explain that although they are tricky these words are also verbs that we can use. Use the exclamation frame to write examples of exclamatory sentences about the alien picture together.
GD: Use verbs (in present tense) from yesterday's lesson in their exclamatory sentences.

4. LO: To use expanded noun phrases.
Look at the picture of the 3 aliens from the middle of the book. Write simple noun phrases together, for example: It is a green alien. It has a funny nose. Explain that a simple noun phrase means we use an adjective, then a noun. Underline and colour code the adjective and noun. Explain that an expanded noun phrase describe further, for example: *The funny alien was poking his tongue out*. This expanded noun phrase tells us what the alien was doing, so describes further. Give another example: *The green alien has three bulging eyes* – it gives more detail. Give the children a range of pictures from the story. Children should stick a picture at the top of their page and write expanded noun phrases beneath it.
WT: Using the 3 alien picture and a sentence builder (could be written by hand or use clicker):

The	green	alien	was	poking out his tongue.
	big			making funny faces.
	scary			*example*
	slimy			*example*
	small			*example*
	funny			*example*

5. Apprentice Write:
Teacher to model writing, from the perspective of Bob, about having lunch with his friends. Include past tense, exclamatory sentences, expanded noun phrases. Model writing in front of the children. Children can then choose their own exciting part of the story (by choosing an image from the book) to write about. This key event will form the main part of their diary entry next week. The image from the book could be stuck at the top of their page to keep them focused on that one event.
WT: Write about having lunch with his friends, as this has been modelling to them.

Teacher to model writing the conclusion of their diary. Children to conclude their own diary and make any edits they noticed or the teacher has pointed out.

Notes:
After they have written each section, children should proof read – use *monkey talking* or *spelling spyglass* – and attempt to correct errors.

Teacher to also give editing feedback in marking each day for the children to follow which focuses on effective composition, grammar, spelling. Pupils to have the opportunity to respond the next day or during the lesson.

If GD children complete the diary's quickly, they can write a diary entry from the point of view of an alien.

On working walls:

