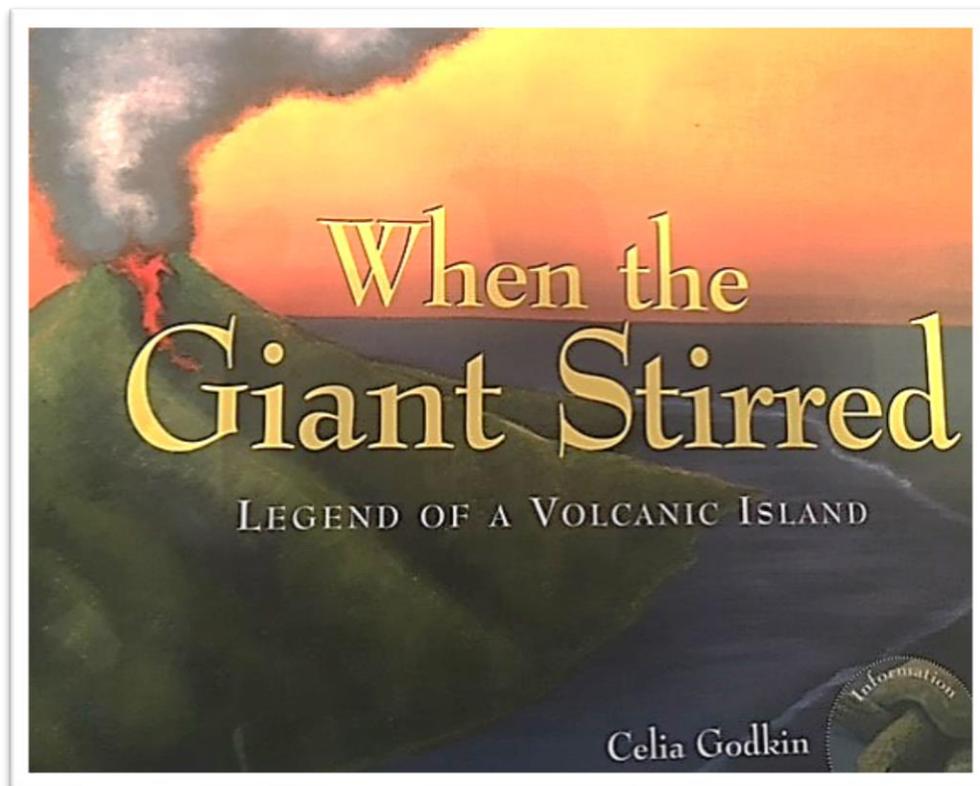




Pathways to Write

When the Giant Stirred

by Celia Godkin



Year 4 Pathways to Write: Spring 2

Additional texts:

Moana (DVD)

Journey to the Centre of the Earth by Jules Verne

or *Ariki and the Island of Wonders* by Nicola Davies (*class novels to link*)

Pathways to Write approach**⇨ Gateway**

Hook the pupils into learning
Establish *Gateway keys*



Pathways to Write

⇨ Pathway

Teach and repeat *Mastery keys*
Practise and apply in new contexts
Identify *Feature keys*

⇨ Writeaway

Plan (sequence, section, share with a friend)
Write
Check against *Mastery keys*

National curriculum skills for this unit:**Spoken language:**

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Check text makes sense
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Participate in discussion about books

Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Outcome: Fiction - Adventure**Writing outcome:**

To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story

Greater depth writing outcome:

To write the story from the mountain God's point of view

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use past and present tenses appropriately • Sequence events • Section story into beginning, middle and end • Use 3rd person consistently • Write expanded noun phrases (Y2) • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direct speech • Use commas after fronted adverbials 	<ul style="list-style-type: none"> • Sequence stories in different stages: introduction, build up, climax, resolution • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use small details to describe characters and for time, place and mood

Working wall suggestion:

Display *Feature keys* and appropriate vocabulary as discussed through the text.

Consider organising your working wall as an island landscape. Add predictions written on shaped cut-outs (perhaps coconuts, garlands or other tropical fruit) to create a border around the edge.

The unit focuses on the use of nouns, pronouns and the punctuation of dialogue. Examples of effective sentences could be displayed emerging from the apex of the island as in an eruption! Add to the wall throughout the unit to reflect learning.

Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form *e.g. bag, table, run, shop.*

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Vocabulary to explore within this unit:

NC Word List – years 3 and 4		Developing Vocabulary	
answer	eighth	vermillion	erode
build	group	spouting	colonise
calendar	island	phenomenon	waterborne
centre	natural	tranquillity	wind-dispersed
circle	position	(in)hospitable	fauna
decide	separate	(un)inhabited	species
different	strength	belched	crater
difficult	though	cinders	tidal wave
early		navigate	migrate
		isolated	thatched