

Jasper Space Dog by Hilary Robinson

The Teaching Sequence for Writing

English KS1 Year 2



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English

Key Stage 1 Year 2

It is very important that this unit is tailored to the needs of your class. The activity in this resource is a suggestion. You may choose to use the recommend approaches with an activity of your choice.

We recommend that, if possible, you have a copy of this book to share with the class, which can be obtained via this link:

<https://www.strausshouseproductions.com/book/jasper-space-dog/>

Learning aims

The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Curriculum objective

Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction a story with a fantasy setting (i.e. space) although the subject of space also allows teachers to explore fantasy settings and the events in the letters exchanged between the central character and an expert lend themselves to the invention of a narrative involving the clearly defined characters introduced in this book.



Some slides contain additional teacher guidance in the 'Notes' area of the accompanying PowerPoint presentation, which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.

PowerPoint presentation

The accompanying PowerPoint presentation has 82 slides. Slides 1 to 13 are specifically for teachers; subsequent slides are intended to be used in the classroom with the children. The slides are indexed as follows:

- Slide 1: Title slide
- Slide 2: The teaching sequence for writing
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading a writer's eye.
 - Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
 - Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 3: Explains Phase 1a and Phase 1b: The reading phase will be revisited several times over the duration of a sequence as further texts or extracts are introduced. With non fiction, children need to see the structure and conventions of the selected text type.

- Slide 4: Teacher modelling of comprehending a text:

Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

NB For teachers of children in Key Stage 1: 'Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.'

NC 2014 Non-statutory guidance.

This unit focuses on the comprehension element of reading and the structure and construction of a story with a fantasy setting (i.e. space). The subject of space also allows teachers to explore fantasy settings and the events in the letters exchanged between the central character and an expert lend themselves to the invention of a narrative involving the clearly defined characters introduced in this book.



- Slide 5: Book Talk – reading as a reader.

Guidance from the Notes:

Book Talk and Writer Talk (Slide 6) were part of an approach devised by educational author and primary expert Pie Corbett for the publication Talk for Writing for the National Strategies in 2008. Whilst this has been superseded by subsequent curricula, the principles remain sound and continue to be developed further by Pie Corbett and his team at <https://www.talk4writing.com>

- Slide 6: Teacher modelling of analysing a text.

Guidance from the Notes:

In Key Stage 1, the emphasis will be on the elements of writing which will serve to underpin children's writing throughout their primary years. The basic skills of identifying and applying basic sentence structure, joining sentences with joining words, basic punctuation to demarcate sentences and using etymological and morphological clues to construct words will all be introduced at this stage and should be revisited many times throughout Key Stage 1 and beyond.

NB Any words recorded on the working wall should be written in lower case unless they are proper nouns. Any sentences recorded on the working wall should be punctuated correctly. Drawing children's attention to these points reinforces basic sentence structure.

- Slide 7: Writer Talk – reading as a writer.
- Slide 8: Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
- Slide 9: Phase 3: Teacher modelling planning, drafting, editing, writing.

Guidance from the Notes:

It is anticipated that children should be able to produce their own simple narratives based on the characters and teachers should model the opening, middle and end of stories.

- Slide 10: Sets out how the children will learn: Familiarising with the text type; capturing ideas; Teacher demonstration; Teacher scribing, supported writing, independent writing.

Guidance from the Notes:

The activities in this unit relate to the suggested text *Jasper Space Dog* by Hilary Robinson, a copy of which will be essential if chosen, but the activities may be used with an alternative text if preferred. Teachers will need to make the necessary amendments for any different texts. NB This book is not a narrative as such but contains many elements of narrative and non fiction writing which can serve as a springboard to generate ideas to launch the children's own writing.



- Slide 11: Sets out suggested approaches for this unit.
- Slide 12: Explains what the children will be learning how to understand and what to write.

Guidance from the Notes:

NB 40% of the grammar and punctuation requirements in the National Curriculum are introduced by the end of Year 2, so early introduction to concepts and frequent revisiting will really help children to grasp even the trickier concepts.

In this text, there are several opportunities to identify a subordinate clause, e.g. *because, so, but, if* and to identify where sentences have been linked by conjunctions of time. This is a requirement for Year 2 children and teachers should draw children's attention to this feature to provide an early introduction to a very common element of writing. There are also opportunities to identify how grammatical patterns in a sentence indicate its function as a statement or a question, and the punctuation used here, and also to identify and discuss what makes a sentence a question (it is not just the punctuation). Exclamation marks are used in the text but not as exclamatory sentences. This is covered more fully on slides 54 and 55 as an important area of what children need to know.

- Slide 13: English Appendix 2: vocabulary, grammar and punctuation. Year 2 (statutory requirement).

Guidance from the Notes:

The Vocabulary grammar and punctuation appendix has been reproduced in full, although not all aspects are covered in this unit of work.

Slides 14 to 82 are aimed at the children.

- Slide 14: Title slide for the children.

Guidance from the Notes:

This is a book with an unusual structure in that it reveals the characters through an exchange of letters and there is a multitude of subtle clues about the characters as they are developed through the questions and replies in the letters. It is an opportunity for children to be exposed to a text which combines narrative and non fiction, and which creates engaging characters predominantly through what they say. It is highly recommended that this book (or an alternative if preferred) is re-read several times in order to immerse the children in the characters and topics covered. Encouraging the children to learn the text, or parts of it, by heart so they can retell it will be hugely beneficial to their comprehension. Role play and drama will be beneficial as children explore the traits and motivations of the characters.



- Slide 15: Introduces the reading objectives and writing objectives.

Guidance from the Notes:

Reading focuses are predominantly comprehension but it is assumed that any activities will run alongside a robust phonics programme.

‘The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.’

Non statutory guidance for Year 2

The format of this book does not lend itself to developing the skill of prediction and this should continue in wider reading.

Teachers should consider the following focuses when teaching writing, and choose the most appropriate element for the children they teach (i.e. do not try and do too many at once).

Write sentences by:

- **saying out loud what they are going to write about**
- **composing a sentence orally before writing it**
- **sequencing sentences to form short narratives**
- **re-reading what they have written to check that it makes sense.**

National Curriculum Year 1 2014

- Slide 16: Get ready for reading – What’s in the bag?

Guidance from the Notes:

This activity is designed to generate interest and pique the children’s curiosity about what might be coming next. Either use the images on screen or introduce a physical rucksack containing images about the theme of the book, and reveal the contents one at a time, encouraging children to discuss what these might be and how they could relate to the book. Invite children to speculate about what the book will be about based on the clues presented.

Alternatively, or as well, watch this short video about the British astronaut Tim Peake speaking about his book: [BBC Newsround video about the British astronaut, Tim Peake, speaking about his book](#). Tim explains that he believes there is life everywhere in the universe. Encourage the children to give their opinions about what he says.



- Slide 17: Get ready for reading – Book title.

Guidance from the Notes:

Set up book talk based on the title alone. Do not reveal any further details at this stage. Prompt the children to think about the title with questions such as:

What do you think about the title Jasper Space Dog?

Who might Jasper be?

What does the title make you think of when you hear the word ‘space’?

What do you think this book might be about?

Click to slowly reveal the front cover of the book, prompting children to make further observations and predictions.

- Slide 18: Get ready for reading – Cover to cover.

Guidance from the notes:

Focus on the images presented on the front and back covers (discussing the blurb follows next) and encourage children to give their own opinions about them. What might the book be about?

- Slide 19: Get ready for reading – book blurb

Young children may not have noticed that the blurb on the back of books they read has a purpose. They will encounter blurb on the back cover of almost every novel they may pick up and can use this to make a good choice of their reading material as they become independent readers. Encourage them to consider:

The blurb is probably the second thing a reader looks at after the front cover.

Does the blurb reveal enough to pique the reader’s interest?

Will it make the readers want to know more?

The blurb will sometimes have a quote from another author (always positive!) and these can be lengthy or very short, e.g. the back cover of *Tyger* by S F Said has just one line: ‘A gem’ Malorie Blackman.

Ask the children to look at their own reading books and see if they can spot any where another opinion is included.



- Slide 20: Get ready for reading. A series of questions analysing the picture.

Guidance from the Notes:

Priming pupils for reading:

Use a visual image to focus attention on key ideas, to engage their imaginations, to provide hooks for thinking.

There are no wrong answers. It is the children's responses you are trying to elicit, not them trying to second guess what is in the teacher's head. The most challenging follow up question is 'Why?'

The final question 'What do you think this book will be about?' is a prediction based on the scantiest information, e.g. the image, but children can be very perceptive and can often spot something the teacher doesn't!

Elicit from children that the scene may remind them of something they have experienced personally (e.g. a visit to an observatory) or something they have read or watched on television, or something they know about in the world. Do not underestimate that some children may have an early interest in space and astronomy. Children who have experienced looking at the night sky for instance may have greater knowledge than the teacher and this knowledge should be celebrated and exploited.

- Slide 21: Get reading for reading – one small step, a moment a time.

Guidance from the Notes:

Priming pupils for reading

Opportunity to explore associations with known events in history. How might these connect with the picture?

Children may already know about the first successful moon landing in 1969. Visit https://www.nasa.gov/mission_pages/apollo/apollo11.html to view a short video of the first steps on the moon.

Discuss with the children how this event in history might connect with the image on the cover.



- Slide 22: Get ready for reading – new words. Displays a selection of words and their meaning.

Guidance from the Notes:

Pre-teaching vocabulary can help children to understand the text when it is read to them. Asking them to focus on particular words can help maintain attention and interest.

These are words from the text as suggestions to explore further. Teachers should select from this list, or use different words to explore prior to reading the text. Encourage the children to participate and work out what the words mean. Notice that each word is repeated in the explanation. Repetition of the word can help children to remember.

Note that two of these words (*astro* meaning star and *tele* meaning from a distance) can alert the children to the prefix which carries meaning. Encouraging children to consider the etymology and morphology of words they encounter through their reading will help them to understand similar words they come across, and will also help them to spell these prefixes correctly.

- Slide 23: Phase 1a. Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Reading aloud with expression (prosody) needs to be modelled by the teacher.

Encourage children to share their ideas rather than trying to guess yours. This is crucial in developing a child's sense of themselves as a reader with valid views and opinions. Rephrase and extend responses to encourage deeper thinking. Select pairs of children at random for responses rather than a 'hands up' approach.

Through shared and guided reading, explore a number of other alien/space themed stories. This is known as 'link reading'. Apply similar methods with all reading to deepen understanding of the texts and begin to develop inference. Once texts have been shared with the class, display them in a book corner (or similar) to allow children the opportunity to re-read in order to develop fluency and confidence. The texts selected are completely at the discretion of the teacher and many titles can be viewed here:

<https://www.lovereading4kids.co.uk/search?s=alien&view=book-results&page=1>

Some titles to consider are:

***Here we are* by Oliver Jeffers**

***Beegu* by Alexis Deacon**

***My friend the alien* by Zanib Mian**

***Man on the Moon* by Simon Bartram**

***Cosmic* by Frank Cottrell Boyce (this is a great read-aloud but teachers need to review first to assess suitability).**



- Slide 24: Phase 1a Create opportunities to: predict, question and discuss, clarify, summarise, think aloud, note the structure, make connections, visualise. **Do not underestimate the investment you are making at this stage in the children's understanding and future writing success.**
- Slide 25: Phase 1a: Book Talk. Reading as a reader. Ask the children to listen to you read the text aloud, and the children to join in.

Guidance from the Notes:

Importance of talk and analysis being rooted in personal response;

Give individuals or pairs their own copy of the text. A 'Tell-me grid' (supplied at the end of this PDF) recommended by Aidan Chambers is one mechanism for structuring thinking.

Blend pair, small group and whole-class talk.

Train pupils over time to talk in small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc).

The teacher spends time joining tables; over a series of lessons, can interact with and assess individuals as might in small group reading sessions.

- Slide 26: Reading as a reader – read the book.
- Slide 27: Reading as a reader – read the book. Displays a KWL grid for the children to record what they already know. This grid is supplied on the following pages of this PDF.
- Slide 28: Reading as a reader – read the book. Displays the first letter to the rocket scientist.

Guidance from the Notes:

The first sentence stating who is writing the letter has been omitted. Encourage children to identify the point of view from which the letter is being written.

A non fiction text to link with this theme is *Dogs in Space: The Amazing True Story of Belka and Strelka* by Victoria Southgate (Author) and Iris Deppe (Illustrator).



- Slide 29: Reading as a reader – read with expression.

Guidance from the Notes:

Use a microphone to model tone and intonation, focusing on raising the pitch of the voice at the end of a question, then invite the children to imitate via a copycat approach. Reading with expression is a powerful comprehension strategy which increases access to meaning. Ask the children to consider the name Lunar Blue and discuss – why Lunar Blue? (*lunar* – adjective which means of or relating to the moon. Children may have heard, for example, *lunar eclipse*, *lunar landing*).

- Slide 30: Reading as a reader – true or false?

Guidance from the Notes:

This activity could be carried out as a table exercise with printed statements, or as a whole class activity. The final statement ‘Astronauts walked on the moon’ will present a challenge for young readers as this statement is not explicit, but the fact can be deduced from the question: ‘Do you know if the *first astronauts to walk on the moon* brought any moon cheese back with them?’

- Slide 31: Reading as a reader – read the book.

Guidance from the Notes:

Help the children understand that this writing is different because it is more formal, written by an expert, uses more sophisticated vocabulary and is informative (presented in child-friendly language). Words previously taught: astronaut, mission, certain, advisable.

- Slide 32: Reading as a reader – read the book. An extract from the main character’s response to the rocket scientist.

Guidance from the Notes:

This is an abridged version of the letter in Chapter 2. Encourage children to search for clues about Jasper’s personality, likes and dislikes, beliefs and opinions from the information revealed in this slide and slides 26 and 27. All answers are accepted but delve deeper for justification of opinions. This activity may be carried out with other characters.



- Slide 33: Reading as a reader – role on the wall.

Guidance from the Notes:

Building a character – role on the wall. Authors show the reader what a character is like by what they say and what they do. *Role on the Wall* is a drama technique in which the outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. A ‘role on the wall’ can often be more meaningful if the outline is of the character rather than a gingerbread man which is the most common. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes. This drama technique can help children focus on how the character has been developed and can include facts such as physical appearance as well as the character’s personality such as likes/dislikes, talents, etc. In this example, Jasper’s traits, likes and dislikes are all inside the outline but this can be created in any way.

Providing the children with an ongoing bank of words like this helps them to acquire new words and think about their meanings but can also act as a word bank for their own writing. Encourage children to find evidence for the suggested words, for example:

ambitious: he is thinking about becoming a space dog

curious: he asks a lots of questions and wants to know a lot of things

inventive: he invented the name of the moon cheese

good imagination: thinks there might be moon-cows

friendly: has friends in Bogna Park

sense of humour: he finds the thought of a flying sausage funny.

- Slide 34: Reading as a reader – questions, questions.
- Slide 35: Reading as a reader – looking for clues.

Guidance from the Notes:

Repeat the previous activity but this time, ask the children to come up with ideas and questions and record these on the working wall.



- Slide 36: Get ready for reading – new words.

Guidance from the Notes:

Pre-teaching vocabulary can help children to understand the text when it is read to them. Asking them to focus on particular words can help maintain attention and interest. Ensure that children know some words can have two meanings, such as interfere. The more common meaning is to intervene in a situation without being asked to do so but in this context, it means to stop something happening as it should: ‘interfere with the workings of the spacecraft’.

These are words from the text occurring in the next extract as suggestions to explore further. Teachers should select from this list, or use different words to explore prior to reading the text. Encourage the children to participate and work out what the words mean. Notice that each word is repeated in the explanation. Repetition of the word can help children to remember.

- Slide 37: Get ready for reading – read the text.

Guidance from the Notes:

This is an abridged version of the reply from Isabella in Chapter 2. Teachers should read aloud to the children, or ask them to join in with words they have encountered, or sections of the text Words previously taught: mouldy (from earlier slide); lightweight, securely, banned, interfere, moisture, removed.

***Microgravity* is not included but may require additional explanation. The term refers to the condition in which people or objects appear to be weightless. The effects of microgravity can be seen when astronauts and objects float in space. The prefix *micro* means very small so microgravity refers to the condition where gravity seems to be very small. It is commonly used synonymously with the term *zero gravity* which is not strictly true. To give children a clear idea what this means, watch this video from Britannica starting at about 45 seconds to 56 seconds: <https://www.britannica.com/science/microgravity/images-videos>.**



- Slide 38: Reading as a reader – looking for clues.

Guidance from the Notes:

This is an example of a simple zone of relevance diagram (which is supplied on page 27 of this PDF), used to scaffold children's responses and vocabulary development and adaptable for however teachers wish to use it. The most common approach is that words which are most relevant to the task in hand (in this case, describing Isabella) are placed in the centre of the diagram, and those which are least relevant are placed in the outer ring or even outside completely. It can be used to compare characters by using different colours or kept simple. It is up to teachers whether they use the terms relevant/ relevance with Year 2 children and the labels may be removed if preferred.

A word bank (adjectives and phrases which describe character) is provided on the next slide and children should discuss the words with a partner/group and sort them on to the diagram. These are editable if teachers would prefer to choose their own words. A further challenge could be for children to add their own vocabulary ideas.

- Slide 39: Reading as a reader – zone of relevance. Displays the word bank of adjectives and phrases. Please note, these words are editable, according to the needs of your class.
- Slide 40: Phase 1b. Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply?

Guidance from the Notes:

Choose one or two objectives to be the main focus of studying the text with a writer's eye. Examples follow but teachers should adapt this technique to meet the needs of the children they teach.

- Slide 41: Reading as a reader – I wonder why?

Guidance from the Notes:

This text contains a lot of questions and therefore opportunities to teach children about questioning. In this activity, encourage the children to ask questions about the way the book has been written. There won't necessarily be answers to all the questions, but the purpose of this is to give the children practise in asking and writing questions.



- Slide 42: Reading as a reader – can you see the join?

Guidance from the Notes:

The purpose of this activity is to:

understand that words, phrases or clauses can be joined together
understand that this means we are adding information.

Encourage children to spot sentences with subordinate clauses in their reading books and in wider reading as well as this specific focus in this unit. Whether the term *subordinate clause* or *joining word* is used is entirely up to the teacher. The NC expectation is that ‘Pupils should be taught to learn how to use subordination (using when, if, that, or because)’ but there is no requirement for them to know the term at this stage. However, using the correct terminology provides a sound foundation for future learning.

Sentences have been used from the text to maintain the topic, although some have been adapted from the original for brevity and to illustrate the grammar focus. The final example illustrates the use of a subordinating conjunction at the start of the sentence.

- Slide 43: Reading as a reader – spot the subordinates.
- Slide 44: Reading as a reader – the missing words round.

Guidance from the Notes:

This activity uses sentences from the text with which children should now be familiar. Ask the children to read the sentences and identify the missing word or words. Discuss the ending used and consider the rule that applied to the change in the word. This could link with other phonic or spelling work focusing on suffixes. To view the root word, click and they will appear one at a time.

Drop the final e before adding the suffix: receive; preserve; telescope

Change the y to i before adding the suffix: dry

Just add the suffix: think > *thinking*; fly > *flying*; pizza > *pizzas*; walk > *walking*.



Phase 2

- Slide 45: Get ready to write – expanded noun phrases.

Guidance from the Notes:

In Year 2, the element of using expanded noun phrases for description and specification (for example, *the blue butterfly, plain flour, the man in the moon*) is introduced for the first time, but is repeated in other year groups. To give the children plenty of practice in using this feature for description at this stage will provide a firm foundation for later writing. Although this text is not a narrative in the conventional sense, it lends itself to describing the setting and characters in order to create a narrative with these elements.

- Slide 46: Reading as a reader – expanded noun phrases.

Guidance from the Notes:

Note that a noun phrase does not contain a verb used as an action word. The last two examples contain post modification as an additional opportunity to explore how nouns can be elaborated for description. Some children may feel confident to attempt to use prepositions and adverbials for additional description.

Examples are deliberately not capitalised or punctuated as these are not full sentences nor do they contain proper nouns.

- Slide 47: Reading as a reader – expanded noun phrases. Displays example words.
- Slide 48: Reading as a reader – rules for endings.

Guidance from the Notes:

This activity takes words from the text that children may have encountered and presents them as root words considering the endings each root word could take. Learning the rules of suffixing will help children's comprehension, vocabulary and spelling and this activity offers opportunities to consider spelling guidelines. NB When teaching suffixes, always refer to them collectively as suffixes, e.g. add the *suffix*, not add 'ed', and definitely not just add 'd'. This will demonstrate to children the regularity of suffixes and the fact that any rule applies widely.

- Slide 49: Reading as a reader – rules for endings. Ask the children what they notice about the root words and endings.

Guidance from the Notes:

Encourage children to identify that root words can take different endings and hopefully, the examples from the children will show this. If not, demonstrate, e.g. prepare follows the rule 'Drop the e before adding the suffix' but can take prepares, prepared, preparing, preparation and they all comply with the same rule.



- Slide 50: Get ready to write – sentence types and final punctuation.

Guidance from the Notes:

A sentence is a group of words which are put together in the right order and make sense to the reader. Within the sentence there are smaller units of meaning called clauses which are made up of phrases. The words are put together to make phrases, phrases build up to clauses and clauses are put together to make sentences. To be a clause, there must be a verb.

The understanding that a sentence must be a unit of meaning that makes sense and *must contain a verb* is a vital piece of information which is often overlooked in favour of getting the demarcation right (i.e. capital letters and full stops). However, if children do not grasp, from an early age, what actually makes a sentence, any punctuation can be haphazard and children will subsequently struggle with this throughout their primary years and beyond.

- Slide 51: Get ready to write – sentence types and final punctuation. Sets out the four types of sentences we use when we write: statements, questions, commands, exclamations.

Guidance from the Notes:

Linguistically, the sentence types are *declarative* (statement, end with a full stop), *interrogative* (question, ends with a question mark), *imperative* (command, ends with a full stop or exclamation mark) and *exclamatory* (exclamation, ends with an exclamation mark). See further information on exclamatory sentences on slide 56.

- Slide 52: Get ready to write – statements.

Guidance from the Notes:

A statement is also known as a declarative sentence. It states or declares something. Statements are the most common type of sentence and children will encounter these frequently in their reading.

NB Two of these sentences contain the progressive form of verbs (one present tense, one past tense) which teachers may wish to explore with children.

- Slide 53: Get ready to write – questions.

Guidance from the Notes:

A question is an interrogative (pronounced in-*tuh*-rog-*uh*-tiv) sentence. It asks something and always includes word at the start which will form the basis of the question, e.g. what, where etc. Be alert for those questions which start with less common words such as did, can, etc. as children can misinterpret these.



- Slide 54: Get ready to write – what makes a question a question?

Guidance from the Notes:

Children may think that these examples are not questions because they do not have a capital letter or question mark. Make it clear that they will come later – we need to identify the interrogative (term for teachers not for children) first to be sure it is a question. Once the questions have been identified, provide the children with punctuation fans for a capital letter and a question mark and ask them to indicate where these need to be placed.

- Slide 55: Get ready to write – commands.

Guidance from the Notes:

There are no examples of commands in this text but the explanation has been included here for future reference.

- Slide 56: Get ready to write – exclamations.

Guidance from the Notes:

There are no examples of exclamatory sentences in this text but the explanation and constructed examples have been included here for future reference. This is challenging for young writers, especially as the words to start the exclamations are the same as the words to start questions.

- Slide 57: Information for teachers. This slide has been placed here, at this appropriate point in the PowerPoint. You may want to remove it once you've read it before displaying to the children.
- Slide 58: Displays the full punctuation fan, which is also on the following pages of this PDF.
- Slide 59: Get ready to write – subordinate clauses.

Guidance from the Notes:

The last sentence contains examples of past progressive which teachers may wish to explore.



- Slide 60: Get ready to write – transform it.

Guidance from the Notes:

Joining words and clauses using *when, so, but, before* (subordination), lead to multi clause sentences. Notice that two of these conjunctions are temporal and relate to chronology (when, before).

The purpose of this activity is to combine sentences using subordinating conjunctions such as when, if, that, because and be able to talk about how they affect the meaning of the sentence.

Display a selection of coordinating and subordinating conjunctions.

Ask children to hold up large printed sentences about a topic, e.g. the text about Jasper displayed here.

Ask children what they notice about the sentences. (They are all single clause sentences and are repetitive).

Ask them to think about how they could be rewritten and joined to show variety and have a greater impact. Remind children that when combining clauses, the punctuation will need to be adjusted, e.g. if a conjunction starts a sentence it will need to be capitalised.

Model how this could be done with a couple of sentences, selecting appropriate conjunctions from the display. Some children may spot that clauses can work in different positions.

- Slide 61: Get ready to write – sentence mix and match with subordinates.

Guidance from the Notes:

This activity uses examples adapted from the text which are unseen to encourage the children to read and identify where subordinating conjunctions have been used to link related elements of a sentence. This can help children recognise the effect of multi clause sentences and move away from creating writing with single clause sentences which will add detail and interest to their writing. Editable if required.

Discuss with the children why the writer has combined sentences in this way. Young writers tend to write in short simple sentences and join them all with the word *and*. If they can identify and explore how writers use subordinating conjunctions to combine clauses, they can learn to apply this to their own writing.

Further exploration of subordinate clauses in other texts could be carried out in shared and guided reading.



- Slide 62: Get ready to write – sentence mix and match with subordinates.

Guidance from the Notes:

Point out that example 2 has the conjunction at the beginning of the first part of the sentence but it nevertheless connects it to the second half and could be repositioned (as could some others): Humans might see aliens growing tomatoes *if* they look through their telescopes.

- Slide 63: Get ready to write – planning a story. Displays a series of questions to help the children plan.

Guidance from the Notes:

In this narrative, the settings (home/space) and the characters are already provided and work has been done around the traits of the characters. This frees the children (and the teacher) to focus on the plot of the story. An example is provided here but it is just that – an example. Teachers may prefer to invent their own story around these characters or even create new characters depending on the current competence of the young writers in the class. This outcome will be a scaffolded piece of writing. As such, it should not be used for the assessment of children's writing but elements of writing that can be identified as being applied independently (i.e. not explicitly taught in this unit) should be credited. For example, if children successfully use expanded noun phrases after much practice in this unit, this could not be regarded as independent. However, if children demonstrate that they can, for example, spell accurately, remember punctuation independently or consistently use the correct tense in their writing, credit should be given for these elements.

- Slide 64: Get ready to write – link events.

Guidance from the Notes:

In a narrative, there needs to be a chronological development of ideas and these are usually linked with a word or phrase indicating the passage of time. These are sometimes referred to as transition words and demonstrate a shift in time. Encourage children to identify these in their reading books and discuss during shared and guided reading. These are often words and phrases which begin the next sentence as shown in the examples above but they are also found functioning as a conjunction to link a main clause to a subordinate clause, e.g. Michael reconnected with the lunar module *after* flying around the moon.



- Slide 65: Get ready to write – ideas for your story. Displays a series of stepping stones to help children manage their ideas.

Guidance from the Notes:

Allowing children to work with a partner to plan their narratives, discuss content and rehearse sentences can be really helpful for young writers.

- Slide 66: Get ready to write – structure.
- Slide 67: Get ready to write – plan your plot.

Guidance from the Notes:

It can help young writers to plan their plot using a story mountain but other approaches may be more suitable. Teachers should decide on the best approach for the children they teach.

- Slide 68: Get ready to write – plan your plot.

Guidance from the Notes:

Most children should be able to construct a simple narrative but teachers should decide whether some children will need additional support such as working with a partner, or being given the opening and the ending, or even just being asked to write an alternative ending to a teacher's model. Endings are particularly challenging for young writers and they need plenty of modelling from the teacher in order to avoid the usual *they all went home for tea or they woke up and it was all a dream*. Skilled writers create an effective denouement at the end where loose ends are tied up but young writers need a lot of practice in this. In the example given, the characters successfully manage to get the aliens home but children could innovate on this.



Phase 3

- Slide 69: Teacher modelling. Writer's toolkit.

Guidance from the Notes:

Co-construct a simple success criteria with the children and agree what the writing COULD include. This is modelled here but can be introduced at any point in the sequence and should reflect what the teacher and the children have identified as possible elements to include. Even for young writers, it is beneficial to develop an awareness of the audience and purpose of the writing.

Any vocabulary recorded for potential use should only be capitalised where a capital letter is needed, e.g. the start of sentences, proper nouns. Otherwise, stick to lower case so when children use the words, they won't capitalise them in the middle of a sentence.

The agreed success criteria is a repository to select from, not a hard and fast 'tick every item'.

- Slide 70: Model how you, the teacher, would write this story.

Guidance from the Notes:

This is a suggestion for modelling writing but teachers should adapt or change to suit their own purposes and style of approach.

- Slide 71: A scene of the moon in the night sky of space.

Guidance from the Notes:

This slide is set to automatically animate five spaceships flying from behind the moon and is intended to generate curiosity which will hopefully help the children come up with their own ideas.

Suggested script (linked to the book) as the spaceships fly from the moon:

We saw that Parrot had positioned himself right by the window so he could watch the moon.

The sky was dark apart from a big yellow moon shining brightly and twinkling stars far away behind it. Parrot was staring at it and wondering if there was a man in the moon when he thought he spotted something. Something colourful shooting across the sky. He looked around to see if anyone else had seen it and then turned back to watch. He couldn't be sure, but he concentrated really hard – as you should be doing right now. Suddenly, another one, then another. They looked like spaceships (for teachers – there are 5). Finally, the biggest one of all flew from the dark side of the moon. Now, Parrot was sure. He had seen aliens.



This is the teacher's model at this stage and the text contains the element of conjunctions of time taught in this unit (indicated in bold). The children should now be very familiar with the characters and the setting and the problem could be presented to them with this initial slide. Teachers should model the version of the story outlined on the following slides, then allow children to work in pairs or independently to create their own versions. Some children will hug closely to the teacher's model but more confident writers can be given the freedom to invent their own stories for Charlie and Jasper within the general theme of space.

- Slide 72: Model planning the opening of the story.

Guidance from the Notes:

Set the scene for the narrative.

Time conjunctions: when; and then; all at once; as.

Suffixes that are added to verbs where a change is needed in the spelling of root words: flapping; bristled; raced; stared; spotted; amazing.

- Slide 73: Model how you plan the next paragraph.

Guidance from the Notes:

Time conjunctions: the next morning; as soon as; suddenly.

Suffixes that are added to verbs where a change is needed in the spelling of root words: arrived; hurried; running.

- Slide 74: Model the scribing of the next paragraph.

Guidance from the Notes:

Teacher modelling leads into teacher scribing as the children are invited to talk in pairs then make suggestions. At this stage, all ideas are accepted and acknowledged but it is likely to be the teacher's ideas that are still the ones to be used.

Suffixes that are added to verbs where a change is needed in the spelling of root words: grabbed; excited; nestled.



- Slide 75: Model supported writing.

Guidance from the Notes:

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

***Time conjunctions:* eventually.**

***Suffixes* that are added to verbs where a change is needed in the spelling of root words: swivelled, grinned.**

- Slide 76: Modelling of supported writing for the next paragraph.

Guidance from the Notes:

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

***Time conjunctions:* while.**

- Slide 77: Further modelling of supported writing.

Guidance from the Notes:

This is merely a suggestion. Teachers should model their own versions for the children.

The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.

***Time conjunctions:* later that day.**

- Slide 78: Teacher modelling independent writing.

Guidance from the Notes:

Children can work in pairs if teachers prefer this approach.



- Slides 79 and 80: Completing the modelled story.

Guidance from the Notes:

Provided here in case further modelling is required. This is merely a suggestion and is the ‘bare bones’ of a story. Teachers should write and model their own versions if preferred.

Children can take sections of this version and innovate or they can create their own stories, whichever teachers feel is most appropriate.

- Slides 81 and 82: Closing slides.

All websites referred to were functional at the time of publication. Teachers should check that these are still operational before including them in the lesson. Original illustrations by [Stella Perrett, Radical Cartoons](#).



KWL Grid

About Space...

Later



K	W	L
What do you know?	What do you want to know?	What have you learned?

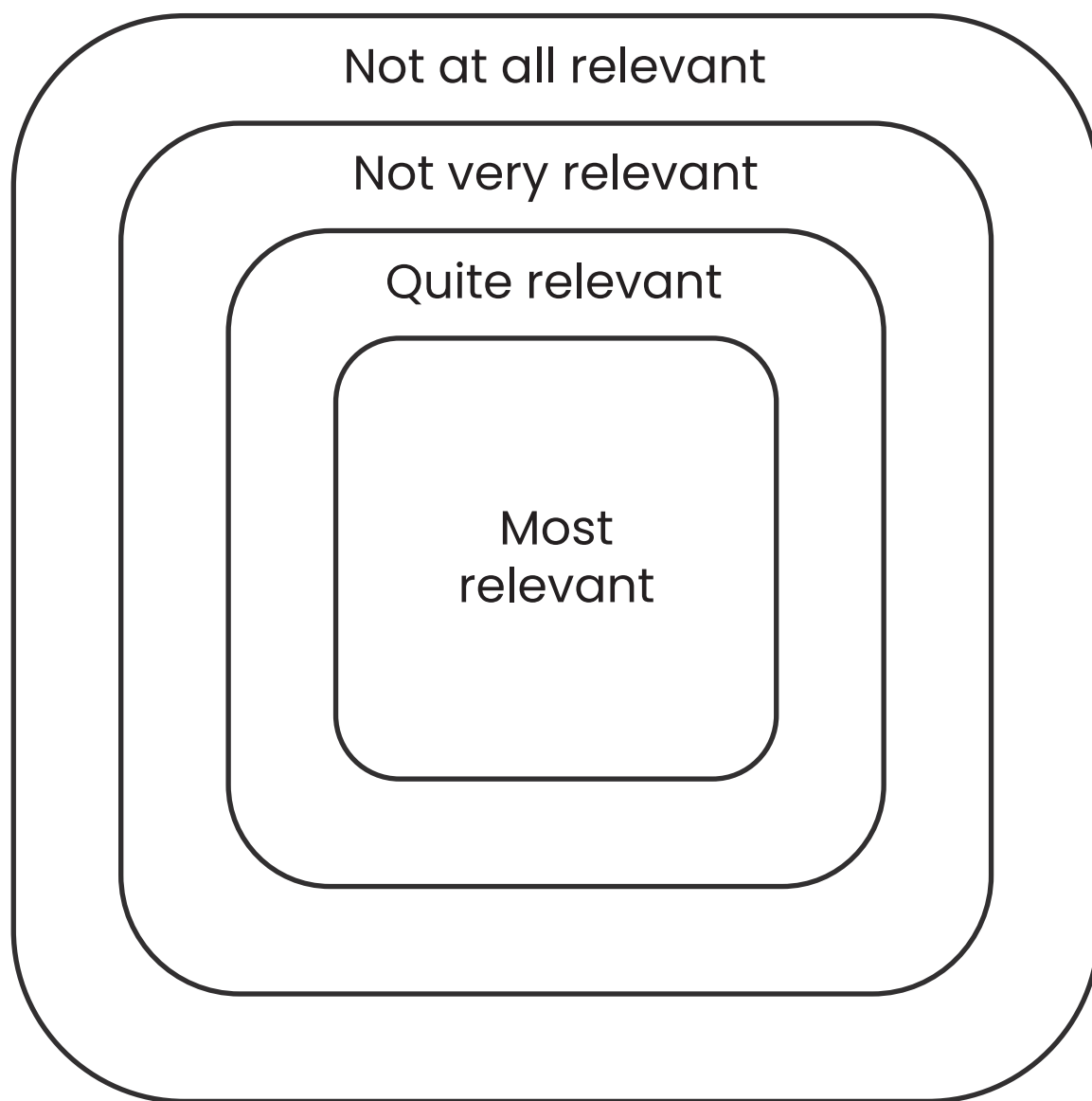
Use this KWL grid to record what you already know and ask questions.

What would you like to find out about space?

Later, you can return to this grid and record in the last column what you have learned about space.



Zone of Relevance



Punctuation fan

!

Exclamation
mark



?

Question
mark



Punctuation fan



Full stop



CAP

Capital
Letter



Apostrophe



Tell Me Grid

What I like	What I didn't like
I want to know...	It reminded me of...

