

1001 Arabian Nights Non-Fiction

The Teaching Sequence for Writing

English KS2 Year 4



Tales from the 1001 Arabian Nights Narrative

The Teaching Sequence for Writing

English

**Key Stage 2
Year 4**

Learning Aims

- The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing. The activities in this unit of work have been designed to follow the teaching sequence from reading to writing, and this should be revisited as each new section of the text is encountered.
- This unit is not intended to be a prescriptive unit of work where all activities are worked through slavishly, but rather as a repository of possible teaching opportunities. Teachers should select from, and adapt, the range of suggested activities to meet the needs of the children they teach.
- There are opportunities for further research into this event and the time period when it occurred which will strengthen the children's background knowledge. There are opportunities to immerse the children in the theme with suggested links and texts.
- The real potential of this approach is not the resources within the unit but the skill and enthusiasm of the teachers who use them. Please take these materials and adapt them to meet the needs of the children you teach rather than using them as they are presented. Be flexible and adaptable and always be led by the interests of the children.

The unit provides strategies for teaching non-fiction reading and writing by:

- providing multiple and meaningful opportunities to practice reading different texts in subject-specific contexts
- pre-exposing children to relevant background knowledge
- pre-exposing children to unknown or unfamiliar vocabulary
- identifying natural links with what the children already know: text-to-self, text-to-text and text-to-world connections



- identifying children who are 'experts' in a particular field and build upon their knowledge

The writing focus of this unit will be writing information texts. The topic will be historical, linking to the study of the Islamic Golden Age. This will support the teaching of this topic as a history unit, but the focus of the activities in this unit will be English. There are possible links to other subjects such as art and music.

These are **suggested** objectives from the National Curriculum for Years 3 and 4. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses.

NB The objectives to skim and scan texts no longer appear in the national curriculum but have been included here as a crucial approach to the speedy reading of texts and retrieval of information.

National Curriculum Non statutory guidance:

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Some slides contain additional teacher guidance in the 'Notes' area 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 63 slides.

As mentioned above, the unit is not intended to be a prescriptive unit of work, where all activities are worked through slavishly, but rather as a repository of possible teaching opportunities.

Slides 1 - 10 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: Introduces the Teaching Sequence for Writing.
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading with a writer's eye.



- Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
- Phase 3: Teacher modelling.
- 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 are introduced. Do not underestimate the investments made at the reading phase which will pay dividends in the writing phase.
- Slide 4: Teaching modelling of comprehending text:
Phase 1a: Reading with a reader's eye:
Do I like it? How does it affect me?
- Slide 5: Teaching modelling of analysing a text:
Phase 1b: Reading with a writer's eye:
How has the writer done it? What techniques can I learn and apply?
- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
- Slide 7: Phase 3: Teacher modelling planning, drafting, editing, writing.
- Slide 8: As mentioned above, explains that the activities have been designed to follow the teaching sequence from reading to writing. Sets out:
 - Familiarisation with the text type.
 - Capturing ideas.
 - Teacher demonstration.
 - Teacher scribing; supported writing; independent writing.
- Slide 9: offers strategies for teaching non-fiction reading and writing (as set out above).
- Slide 10: Create surprise writing prompts.
- Slide 11: Title Slide: Tales of the Arabian Nights Non-fiction.

Guidance from the Notes

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- Slide 12: Sets out the reading objectives and the writing objectives.

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As mentioned above, these are suggested objectives from the National Curriculum for Year 3/4. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses. NB The objectives to skim and scan texts no longer appear in the national curriculum but have been included here as a crucial approach to the speedy reading of texts and retrieval of information.

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- Slide 13: What is an information text?
- Slide 14: Things to think about when reading and writing.

Guidance from the Notes:

Ensure children can recognise when a text is non fiction as opposed to a fiction text by spotting clues in the title, headings, layout, illustrations, etc.

- Slide 15: Get ready for reading. Features two book covers. Discuss with the children which is fiction and which non-fiction.
- Slide 16: Get reading for reading – contents.
- Slide 17: Get reading for reading – index.
- Slide 18: Get reading for reading – other features of information texts.
- Slide 19: Get ready for reading – visual literacy.

Guidance from the Notes:

If this links with a current history topic, teachers could locate and display a more detailed time-line of world history to place the events described in this video clip.



For some clever 3D depictions of Baghdad, try [Minecraft Education](#).

Also, on YouTube, is a 3D depiction of [Baghdad changing over time](#).

Always check content before sharing with children.

Encourage the children to speculate about the date difference. This is because of the difference between the calendar we use – the Gregorian calendar – and the Islamic calendar. The Gregorian calendar is a solar-based calendar used by the majority of the world, taking the start as the assumed birth date of Jesus Christ. The Islamic calendar is a lunar-based calendar taking its start date as the date the prophet Muhammed made the journey from Mecca to Medina in 622. This is a cross curricular link with RE.

- Slide 20: Get ready for reading – ask questions about Baghdad. The question matrix is also supplied on the accompanying Word document.

Guidance from the Notes:

Use a question matrix to generate questions from the stems provided. The idea is that the further across and down the stems originate from, the more challenging questions will be constructed. This can also be used to generate random questions by rolling counters along a printed version. The idea is that children constructing their own questions supports deeper understanding of a text.

- Slides 21 and 22: Get ready for reading – vocabulary colour match. The vocabulary is also supplied on the accompanying Word document, so that the children can colour ahead of the PowerPoint slides.
- Slide 23: Phase 1a. Book Talk. Reading as a reader.

Guidance from the Notes:

Importance of talk and analysis being rooted in personal response.

Give individuals or pairs their own copy of the text displayed on slides 26, 27 and 28, which is supplied on the following pages of this PDF. A 'Tell-me grid' recommended by [Aidan Chambers](#) is one mechanism for structuring thinking. This is also supplied at the end of this PDF.

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 24: Phase 1a. Reading with a reader's eye: Do I like it? How does it affect me?
Guidance from the Notes:
Children's comments can lead to the discussion picking up different interpretations.
Structure the questioning to build in challenge and support.
Children learn from each other by listening to classmates justify and elaborate.
Supporting comments used with kind permission of <https://jamesdurran.blog/>.
- Slide 25: Phase 1a. Create opportunities to:
 - Predict
 - Question and discuss
 - Clarify
 - Summarise
 - Think aloud
 - Note the structure
 - Make connections
 - VisualiseGuidance from the Notes:
Teachers should select an approach which best suits the text and meets the needs of the children they teach. For example, in this exploration of a non fiction text which could be controversial, it would be advantageous to allow plenty of opportunity for discussion and debate.
- Slides 26 to 28: The city of Baghdad in Persia. The text on these slides is also supplied on the following pages of this PDF.
- Slide 29: The Islamic Golden Age and the Dark Ages. Compares the city of Baghdad and London in 900AD.
- Slide 30: Asks the children to talk to a partner about the kind of life they would lead living in London 900AD or Baghdad 900AD. A template is also supplied on the accompanying Word document.
- Slide 31: Reading – The House of Wisdom. About Baghdad and the House of Wisdom.
- Slide 32: How to scan read.



- Slide 33: Fastest finger first.

Guidance from the Notes:

This a game to be played often with many different texts and children never tire of it! It can support children's scanning skills and help them locate information quickly. An alternative approach is to have pairs of children as the 'Fastest Finger' and the 'Questioner' where they challenge each other to scan for specific text.

- Slide 34: An extract of text with three questions. Children have 15 seconds to read and answer the questions.
- Slide 35: The silk roads. Text about the silk roads.

Guidance from the Notes:

This is the briefest description of a vast topic. If this links with a history study, then the illustrated version of *The Silk Roads* by Peter Frankopan is recommended.

- Slide 36: Concentric circles.

Guidance from the Notes:

This is a boisterous activity best carried out in a hall or outside. It is designed to learn the facts of an information text by repeated reading and focused listening, then children rephrase the text in their own words, which can be done individually or in pairs.

- Slide 37: Phase 1b. Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply?
- Slide 38: Use adverbs and conjunctions to establish cohesion within paragraphs.

Guidance from the Notes:

Teachers should model annotating a text if that hasn't been done before.

The use of adverbs and conjunctions to establish cohesion needs to be revisited several times in different contexts to ensure that children recognise and grasp this tricky concept.



Phase 2

- Slide 39: Starters. Sets out starting words.
- Slide 40: Subordinating conjunctions.
- Slide 41: Conjunction Noughts and Crosses. Ask the children to work with a partner and invent two sentences that use a conjunction to link ideas.
- Slide 42: The apostrophe.

Guidance from the Notes:

This can be tricky to teach because there are not many examples of the use of the plural apostrophe in texts, particularly children's texts. Teachers should be aware that teaching punctuation out of context makes it harder for children to grasp and remember. Examples in genuine texts – if they can be found – are better.

- Slide 43: Objectives. Using apostrophes.
- Slide 44: The apostrophe.

Guidance from the Notes:

The same rules applies to plurals: Find the owner, add the apostrophe, add 's' if there isn't one, e.g. the boys' boots.

- Slide 45: The possessive apostrophe.
- Slide 46: Match your own phrases. Displays a set of words and asks the children to make their own phrases by matching up the pairs. This is also supplied on the following pages of this PDF.
- Slide 47: Displays the correct phrases.
- Slides 48: Check whether the children matched different pairs, and do they still work?
- and 49: Reinforces the apostrophe rule: Find the owner, add the apostrophe, add 's' if there isn't one.



Phase 3

- Slide 50: Phase 3. Sets out what the children are going to do next.
- Slide 51: Writers' Toolkit. The children are going to be learning and practising the techniques to create their own piece of writing.
- Slide 52: Teacher modelling.

Guidance from the Notes:

Co-construct the 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.

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 53: Explains **audience** and **purpose**.
- Slide 54: Ask the children what other features of information text they will include.
- Slide 55: Ask the children to write a chapter of a book called The Islamic Golden Age.

Guidance from the Notes:

Teachers should decide whether this writing will be independent or collaborative. It is suggested that a library loan topic box would be an ideal resource to use, or an arrangement with the local library to borrow suitable books.

- Slide 56: Suggested titles for the book chapters.
- Slide 57: The Silk Roads. Diagram to help prepare writing the text.

Guidance from the Notes:

This spider diagram is useful for sorting information in a logical way and can help children organise their thoughts ready for writing.

A detailed explanation of planning a report is Sue Palmer's The Report Book available as a slide share:

<https://slideplayer.com/slide/15035243/>



- Slide 58: Teacher modelling.
Guidance from the Notes:
Either share with the children or create your own. This is only a suggestion, as are the subsequent slides. Rehearse orally what you will write and make it explicit that you are doing this.
Black italic text – what to say, the monologue, thinking aloud, demonstrating the thought process, etc.
Bold blue – what to write as the model.
 - Slide 59: Teacher scribing.
Guidance from the Notes:
The children should be encouraged to orally rehearse then write a sentence.
The teacher acts as editor and scribe to produce the next part of the writing.
 - Slide 60: Supported writing.
Guidance from the Notes:
The teacher should circulate amongst the children, supporting and challenging where appropriate and making suggestions for improvements.
 - Slide 61: Independent writing.
 - Slides 62 and 63: 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](#)



The city of Baghdad in Persia

The city of Baghdad in Persia was built on the banks of the River Tigris in 762AD and developed over the next 500 years into the most important city in the Middle East. At that time, it was the capital of the Islamic Empire which stretched from Cordoba in Spain to India. Furthermore, Baghdad was home to over a million people of many different religions who lived together in peace for hundreds of years. Compare that number with London's population of around 16,000 people in 1000AD.



The city of Baghdad in Persia

Baghdad was a completely round walled city with all the important buildings located right in the centre, such as the Caliph's palace, the Mosque (where Muslims prayed five times a day) and the House of Wisdom. The city also contained government and military buildings, parks, gardens and wide roads. However, only the most important residents of Baghdad lived within the city walls in grand residential buildings. For everyone else, daily life was spent outside the walls.



The city of Baghdad in Persia

Great developments were taking place in Baghdad at this time. Because Baghdad enjoyed a flourishing trade, advanced education and groundbreaking medicine, they made impressive discoveries in many areas. Meanwhile, European countries were experiencing wars, plagues and a decline in culture and economic growth. Eventually, this period of time in Europe became known as the Dark Ages.



the library
scholars
nomads
merchants
the city
the Caliph
countries
London
travellers

palace
docks
population
routes
collection of books
knowledge
religions
products
wars



Tell Me Grid

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

