

Treasure Island Non-fiction

The Teaching Sequence for Writing

English KS2 Year 5



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English

**Key Stage 2
Year 5**

Learning Aims

- 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 text is encountered.
- There are many opportunities for the teaching of reading and writing skills based on different text types within the context of these non-fiction texts.
- There are specific activities to teach grammar, punctuation and vocabulary but teachers will identify further opportunities to meet the needs of the children in their classes.
- It 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.
- Some slides contain additional teacher guidance in the 'Notes' area of the slides which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.



Curriculum Objectives

These are **suggested** objectives from the National Curriculum for years 5 and 6. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses.

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.

PowerPoint Presentation

The accompanying PowerPoint presentation has 86 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.

The slides are indexed as follows:

- Slide 1: Title slide
- Slide 2: Introduces the children to this unit of work. The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing. Slides 1 to 8 are intended for teachers' use.
- Slide 3: Introduces the reading objectives (Phase 1a) and the writing objectives (Phase 1b). Do not underestimate the investment made at the reading phase which will pay dividends in the writing phase.
- Slide 4: Teacher modelling of comprehending text. Phase 1a: Reading with a reader's eye. Do I like it? How does it affect me?
- Slide 5: Teacher modelling of analysing text: Phase 1b: Reading with a writer's eye: How has the author done it? What techniques can I learn and apply?
- Slide 6: Introduces Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.



- Slide 7: Introduces Phase 3: Teacher modelling, planning, drafting, editing, having a go.
- Slide 8: Explains that the activities in this unit of work have been designed to follow the teaching sequence from reading to writing. Sets the teacher up for displaying the remaining slides, according to the needs of your class. Explains that some of the slides contain additional guidance in the 'Notes' area which will not be visible to the children.
- Slide 9: Introduces strategies for teaching non-fiction reading and writing.
- Slide 10: Create surprise writing prompts.

Slides 11 to 84 are aimed at the classroom, as outlined below:

- Slide 11: Title slide.

Guidance on the Notes:

The writing focus of this unit will be discussion writing. General examples will be given, culminating in discussion writing related to the narrative of Treasure Island.

- Slide 12: Introduces Treasure Island: Non-fiction
- Slide 13: Sets out the reading objectives and the writing objectives.

Guidance from the Notes:

These are *suggested* objectives from the National Curriculum for years 5 and 6. Teachers should select the most appropriate focuses for the children they teach. Further objectives will be met incidentally as the unit progresses.

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.

- Slide 14: What is discussion writing?
- Slide 15: Discussion writing: A balanced argument.
- Slide 16: Get ready for reading.



- Slide 17: Get ready for reading: Goldilocks – criminal or opportunist? Two sides to any argument.
- Slide 18: Get ready for reading: Should animals be kept in zoos? Sets up points for and against.
- Slides 19 and 20: Zoo Statements – For or Against? A series of statements for discussion.

Guidance in the Notes:

These statements are at the end of this PDF and also on the accompanying Word document. You can print sufficient copies for pairs. Cut them up and ask the children to place them in the 'For' or 'Against' pages and justify their decision when asked. Retain these statements to support further activities.

- Slide 21: 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://jamesdurrant.blog/>

- Slide 22: A word about prosody.
- Slide 23: Phase 1a: Create opportunities to:
 - Predict
 - Question and discuss
 - Clarify
 - Summarise
 - Think aloud
 - Note the structure
 - Make connections
 - Visualise

Guidance from the Notes:

Do not underestimate the investment you are making at this stage in the children's understanding and future writing success.

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.



- Slide 24: A series of suggestions to help start children's writing.

Guidance from the Notes:

Create opportunities for children to respond to reading, either with a reader's focus, or a writer's focus.

Select response activities to meet the needs of the children and also to reflect the current teaching focus.

- Slide 25: Get ready for reading: Animals in zoos – locked up or let go? There are two sides to any argument. Put the children in groups of three or four and ask them to construct arguments for and against.
- Slide 26: Read as a reader. Ask the children to find examples of facts and opinions in the text, and to write a few sentences about what they think about an issue.

Guidance from the Notes:

This response activity is just a suggestion. Other responses are appropriate and valid.

- Slides 27 to 29: Should animals be kept in zoos? Article with points both for and against.
- Slides 30 and 31: Word Slap game. Team game helping children identify correct words. The rules are provided on the slide for the children to read with you.

Guidance from the Notes:

This is designed to revisit and strengthen the technical vocabulary used in a text. May be edited and adapted for any text.

- Slide 32: Phase 1b: Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply?
- Slide 33: Re-read the text and consider focuses with the children.

Guidance from the Notes:

Allow time for children to explore and discuss the features of this text type as it is complex and includes a number of features not found in other text types.

- Slide 34: Consider the features of discussion writing. Guidance from the Notes:

Because discussion writing takes a specific format, it is advisable that these features are identified early in the unit and revisited frequently. Further explanation follows on the next slide for those elements which are not self-explanatory.



- Slide 35: Explains the following:

- Introductory statement
- Rhetorical question
- Abstract nouns
- Cohesive device
- 'Weasel' words
- Technical words

Guidance from the Notes:

Allow time for children to explore and discuss the features of this text type as it is complex and includes a number of features not found in other text types.

Weasel words (or anonymous authority) are words and phrases aimed at creating the impression that something specific and meaningful has been said, when in fact only a vague or ambiguous claim has been communicated. For example, the phrase 'People believe that...' suggests that there is a common belief among specific people. What people? Who believes it? It is deliberately vague in order to add weight to an argument without having to quote actual figures. Children love this phrase and usually remember it (and use the technique!).

Although the term abstract nouns is no longer referenced in the national curriculum, learning the technical language to discuss writing is, and understanding what abstract nouns are can help children's grasp of this text type. Abstract nouns cannot be detected by the five physical senses. If you can see, hear, taste, smell, or touch it, then it's a concrete noun. If you can't, then it's an abstract noun.

- Slide 36: Examples of 'weasel words'.
- Slide 37: Phase 1a: Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply? Re-read the text on the following slide and discuss with the children how the writer created the effect of the text.



- Slide 38: Adverbials and cohesive devices. Uses the article, 'Should animals be kept in zoos?' to highlight these.
Guidance from Notes:
Not all abstract nouns have been identified to focus on those that relate to the text's message overall.
Cohesive devices such as adverbials are sometimes referred to as transition words.
Rhetorical questions need to be used to emphasis a point and shouldn't be 'overdone'.
- Slide 39: Rhetorical questions. Uses the article, 'Should animals be kept in zoos?' to highlight these.
Guidance from Notes, as above.
- Slide 40: Weasel words. Uses the article, 'Should animals be kept in zoos?' to highlight these.
Guidance from Notes, as above.
- Slide 41: Abstract nouns. Uses the article, 'Should animals be kept in zoos?' to highlight these.
Guidance from Notes, as above.
- Slide 42: Modal verbs. Uses the article, 'Should animals be kept in zoos?' to highlight these.
Guidance from Notes, as above.
- Slides 43 to 45 : Display the article in full, 'Should animals be kept in zoos?' with all the writing devices highlighted.
Guidance from Notes, as above.
- Slide 46: Illustrative slide to introduce "Discussion writing, a balanced argument".
Guidance from Notes:
The following slides offer suggestions to teach the structure of this text type and provide a framework to re-use for different topics.



Phase 2

- Slide 47: Asks the children: What is the purpose? Who is your audience?
- Slide 48: Fun illustrative image to remind children to make points then elaborate whether it is for or against.
- Slide 49: Displays two ways to present an argument.

Guidance from Notes:

The first structure is the one which is exemplified in the example texts provided in this unit.

- Slide 50: In Chapter 6 of Treasure Island, Jim discovers the treasure map and is faced with the first of a series of dilemmas. Sets up preparation for the debate.

Guidance from the Notes:

In pairs, discuss reasons for and against taking the treasure map for himself.

Join with another pair and share ideas.

Hold a debate with the whole class.

- Slide 51: Asks the children: Should Jim take the treasure map? What do they think? Allow one minute to talk to their partner.
- Slide 52: Presents points to consider for the introduction.
- Slide 53: Presents points to consider for keeping the map.
- Slide 54: Presents points to consider against keeping the map.
- Slide 55: Presents points to consider for the conclusion.
- Slide 56: Starting slide for the debate: “Should Jim keep the treasure map?”

Guidance from the Notes:

Place the children in groups of three or four to prepare statements for a class debate. Ensure children understand that they need to focus on one stance then the other rather than trying to cover both viewpoints in one sentence.



- Slide 57: The debate. Instructions for the children.

Guidance from the Notes:

This is an opportunity for children to ‘have a go’. Teachers can then tailor their teaching to the needs of the class based on what they find in these ‘taster drafts’. A taster draft is an approach promoted by Bob Cox in his Opening Doors series of publications and is an opportunity for children to write early on in the process to help promote engagement with, and understanding of, the text. Teachers can focus on specific objectives in subsequent lessons. Used with his kind permission. More information and free resources at:

<https://searchingforexcellence.co.uk>.

- Slides 58 and 59: Should Jim keep the treasure map? Example written article.

Guidance from the Notes:

Not all the for and against points have been used in this writing and some have been amended. Vocabulary is used in this example which could be re-used in the children’s own versions.

- Slide 60: Now it’s the children’s turn. Asks the children to write their own version of a discussion text exploring Jim’s dilemma.
- Slide 61: Introduces cohesive devices.

Guidance from the Notes:

More suggested activities are available in the [Primary Strategy document Grammar for Writing](#), published in 2000.

- Slides 62 and 63: These offer a selection of words to help with Cohesive devices. They are provided at the end of this PDF.

Guidance from the Notes:

These may be printed out for children to sort out as a group table activity, placing the words and phrases under appropriate headings. Elicit from the children that the word which starts the sentence needs to be capitalised.



- Slide 64: Explains crazy clauses, and encourages children to experiment and find out what works.
Activity Crazy Clauses adapted from Unit 47 of the Primary Strategy document Grammar for Writing, published in 2000. This may still be downloaded at [The National Literacy Strategy Grammar for Writing](#). This activity may be adapted for any text.
- Slide 65: Introduces modal verbs.
- Slides 66 and 67: Play the modal spinner! The children will tell you whether or not the words work in the phrases.
- Slide 68: Cohesion. Explains that the children's writing needs to have a structure.
- Slide 69: Features an example piece of writing, highlighting links from introduction to conclusion, adverbials and rhetorical questions.



Phase 3

- Slide 70: Introduces the Writers' Toolkit.

Guidance from the Notes:

Possible tool kit but amend in light of what children identify.

- Slide 71: Teacher modelling discussion writing.

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.

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 72: Asks the children if they would want to be a pirate. Give them a minute to discuss this with their partner.
- Slide 73: Presents points to consider for the introduction.

Guidance from the notes:

In this modelled piece of writing, facts are provided for children to focus on structuring the text but a different approach may be taken where children carry out their own research on pirates prior to writing. This supports historical knowledge.

- Slide 74: Presents points to consider FOR being a pirate.
- Slide 75: Presents points to consider AGAINST being a pirate.
- Slide 76: Presents points to consider for the conclusion.
- Slide 77: Starting slide for the debate: Would you want to be a pirate?
- Slide 78: Model the points to include in the writing.



- Slide 79: Teacher modelling – Discussion writing.

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 text indicates - what to say, the monologue, thinking aloud, demonstrating the thought process, etc.

Blue text indicates – what to write as the model.

With this type of writing, some children may hug very closely to the model provided and teachers should be aware of this. However, allowing time for paired talk and encouraging them to come up with their own lists of for and against arguments should support the generation of different ideas.

- Slide 80: Teacher modelling 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 81: Teacher modelling supported writing. Guidance from the Notes:

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

- Slide 82: Example of a piece of writing. Guidance from the Notes:

This is just one possible example of what you might write. This should be guided by what the children come up with in their own versions and may include suggestions from the for and against lists or information which has been researched.

- Slide 83: Teacher modelling independent writing.

- Slide 84: A selection of useful links. You should check the suitability of these websites and videos prior to sharing them with the children.

- Slides 85 and 86: 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](#)



Zoo Statements – For



Zoo Statements - Against



Zoo Statements – For or Against?



Zoos are not a good place for animals to live. Their food, the weather and the habitat are all unnatural.

Zoos are the best place for us to learn about wild animals because most people can't afford to go and see them in their natural habitat.

The best place to learn about wild animals is from watching television programmes, which shows the animals roaming free in the wild.

Zoos keep the animals safe from predators and from unscrupulous people who might want to kill or harm them.

Zoos are more interested in providing entertainment for humans and making money. The health and happiness of the animals comes second.

There is always a vet on call at a zoo so animals can be treated quickly when they become ill.

Many zoo animals die earlier than they would in the wild because their cages stop them living a natural life.



Zoo Statements – For or Against?



Some zoos in the world mistreat animals and sometimes sell them for experiments.

British zoos have to follow very strict rules and treat animals very well.

Zoos are important because they invest in conservation work and save animals that are in danger of extinction.

Zoo animals have often been born and brought up in the zoo so do not know any different.

Animals in zoos are fed regularly and given water.

Some animals develop 'zoochosis' where they repeat the same behaviour because they don't like being locked up.

If zoos closed down, the animals would have nowhere to go. Some couldn't survive in the wild because they have lived all their lives in captivity.

Animals in zoos are like people in prison except the animals are not criminals.

Zoos are a fun place for people to go to be entertained and educated.



Cohesive devices



equally	and	also	despite this	furthermore
all this leads to	as a result	another thing to consider	to sum up	nevertheless
conversely	moreover	besides	however	in order that
for that reason	on the other hand	because of this	although	on the whole
in addition	to summarise	as well as this	consequently	having said that
on the contrary	but	therefore	in conclusion	in contrast to this



Cohesive devices

And another thing...

and	also	furthermore
moreover	as well as this	in addition
besides	another thing to consider	equally

Oh no it isn't

but	however	although
despite this	in contrast to this	on the other hand
on the contrary	having said that	conversely

Reasons

therefore	because of this	in order that
as a result	consequently	for that reason

At the end...

in conclusion	to summarise	nevertheless
on the whole	to sum up	all this leads to

