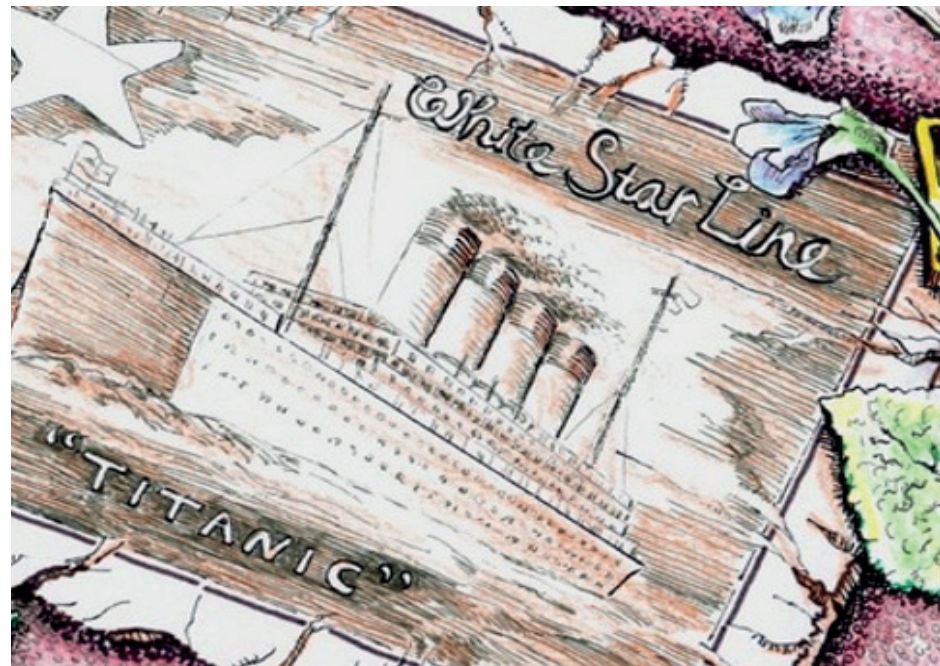


Titanic Non-fiction

The Teaching Sequence for Writing

English KS2 Year 6



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The Teaching Sequence for Writing

English

**Key Stage 2
Year 6**

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 text is encountered.
- There are many opportunities for the teaching of reading and writing skills based on different text types within the context of this true story.
- 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 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 Year 5/6. 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.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Further Curriculum Links

- **History:** The Edwardians, The Building of the Titanic.
- **Science:** Buoyancy.
- **Geography:** Oceans of the world, Navigation.

PowerPoint Presentation

The accompanying PowerPoint presentation has 74 slides.

As mentioned in the '**Learning Aims**', the content within this PowerPoint 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. The slides are indexed below:

- Slide 1: Title slide

Slides 2 to 8 are aimed at the teacher, as outlined below:

- 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.

Guidance from the Notes:

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 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: Planning, drafting, editing, writing.
- Slide 8: Explains the activities in this unit of work, which are outlined in 'learning aims' above. They have been designed to follow the teaching sequence from reading to writing and this should be revisited as each new text is encountered. To reiterate, this is not intended to be a prescriptive unit of work where all activities are worked through slavishly, but rather is a repository of possible teaching opportunities. Some of the slides contain additional guidance in the Notes area which will not be visible to the children.
- Slides 9 and 10 offer strategies for teaching non-fiction reading and writing.

Slides 11 to 74 are aimed at the classroom, as outlined below:

- Slide 11: Title slide



- Slide 12: Explains that the children will explore the techniques of non-fiction writing. Displays the further 'Curriculum Links':

History: The Edwardians, The Building of the Titanic.

Science: Buoyancy.

Geography: Oceans of the world, Navigation.

Guidance in the Notes:

Reports may be chronological or non-chronological. A non-chronological report is typically about an object, a creature, a place, etc. but may include some elements of time if set in the past.

- Slide 13: Explains that the children will be learning how to write a factual report.
- Slide 14: Sets out the reading objectives and the writing objectives.

Guidance from the Notes sets out the curriculum objectives, as mentioned above under 'Curriculum Objectives':

These are suggested objectives from the National Curriculum for Year 5/6. 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 15: Asks the children what they already know about the Titanic.

Guidance in the Notes: preparation for reading:

Be led where the discussion with the children heads. There may be some children who already know a great deal.



- Slide 16: Looks at the jobs people had in the shipyard.

Guidance in the Notes, as for Slide 15.

- Slide 17: Looks at the jobs people had on the Titanic.

Guidance in the Notes: preparation for reading:

Boatswain pronounced bosun. Elicit discussion about who had the most important job and why. There is not one correct answer; children need to consider and justify their choices. For example, the Captain would have been the highest paid, which befitted his responsibilities. Without him, nothing on the ship would function; however, it could be argued that, for this journey on the Titanic, the lookout was the most important role.

- Slide 18: Get ready for reading. The slide explains the building of the Titanic, and offers two clips from BBC Bitesize on the building of the Titanic and on what life was like on board ship.

Guidance from the Notes:

Provide opportunities for children to explore the building of the ship by viewing film clips and animations. The short texts encountered at this early preparation stage deliberately demonstrate the use of the passive which will be explored in greater detail later, but which could be alluded to at this stage.

- Slide 19: Why was the Titanic built?

Guidance from the Notes:

These YouTube clips are a clever mix of film clips and original stills. They provide opportunities for paired, group and whole class discussion.

[Building the Titanic part 1](#)

[Building the Titanic part 2](#)

- Slide 20: Priming pupils for reading. A series of question prompts.

Guidance from the Notes:

Use a visual image to focus attention on key ideas, to engage their imaginations, to provide hooks for thinking. This provides an opportunity to explore associations with known events in history. There are no wrong answers. It is the children's responses you are trying to elicit. The most challenging follow up question is 'Why?'



- Slides 21 and 22: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Presents a grid to discuss with the children:

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

Guidance from the Notes:

The importance of talk and analysis being rooted in personal response;

Give individuals or pairs their own copy of the text. A 'Tell-me grid' recommended by [Aidan Chambers](#) (supplied on the last page of this PDF) 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 you might in small group reading sessions.

- Slides 23 and 24: The building of the ship.

Guidance from the Notes:

This is a report set in the past which has elements of time but is not reporting facts in a strict chronological order. It is written in the third person. National Curriculum note: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

- Slide 25: 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 the discussion picking up of 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 26: 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.

- Slides 27 and 28: Morphology and etymology

Guidance from the Notes:

This basic understanding about root words (or roots), prefixes and suffixes is a fundamental understanding that, once grasped, can help children with both spelling and the understanding of unfamiliar words. A significant proportion of words in the English language are made up of roots, prefixes and suffixes and this is reflected in the National Curriculum.

- Slide 29: Demonstrating how to use the context of the text, plus knowledge of morphology and etymology to work out unfamiliar words.
- Slide 30: Vocabulary Detective exercise.
- Slide 31: The Missing Word Round. Ask the children to fill in the missing word for a series of newspaper headlines.



- Slide 32: Summarise exercise.

Guidance from the Notes:

The links referred to:

Originally mentioned in slide 18:

<https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zfcdqhv>

<https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zkg9dxs>

Originally mentioned in slide 19:

Building the Titanic part 1, <https://www.youtube.com/watch?v=fNMCi9eM9jg>

Building the Titanic part 2, <https://www.youtube.com/watch?v=Y4JbJsuFJqg>

This piece of writing is intended as a response activity to what has been read.

- Slide 33: Offers a series of prompts and exercises which create opportunities for children to respond to reading, either with a reader's focus or a writer's focus.
- Slides 34 and 35: Phase 1b: Reading with a writer's eye: How has the writer done it? What techniques can I learn and apply? Offer a selection of questions to support children to read as writers.

Guidance from the Notes:

These are suggested questions. Teachers should select the most appropriate focuses for the children they teach.

- Slides 36 and 37: Identifying the passive.

Guidance from the Notes:

Use this extract to point out to the children where the passive has been used and allow opportunities to explore this tricky structure to ensure understanding.



Phase 2

- Slide 38: The passive voice.

Guidance from the Notes: **Step outside the Titanic theme and teach the use of the passive if necessary.**

The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. The focus is on generic subjects rather than specific subjects.

- Slide 39: Writing objectives. Using the passive voice.
- Slides 40 and 41: Sentences demonstrating active and passive.
- Slide 42: Identifying the passive: Displays a series of sentences.
- Slide 43: Identifying the passive: Displays the same sentences, highlighting the passive phrases.

Guidance from the Notes:

The word 'by' occurs frequently; phrases like 'has been'/'have been'; are being/were being.

The sentences on this slide and the previous one may be used as a round the class loop game where the nursery rhyme/fairy story may also be identified:

- Red Riding Hood.
- Goldilocks and the Three Bears.
- Sleeping Beauty.
- Little Miss Muffet.
- Hickory Dickory Dock.
- Baa Baa Black Sheep.
- Mary Mary Quite Contrary.
- Cinderella.
- Snow White and the Seven Dwarfs.
- Humpty Dumpty.
- Little Bo Peep.
- Jack and the Beanstalk.
- Hansel and Gretel.
- Jack and Jill.



- Slides 44 and 45: 'The Role of the Marconi Room'.

Guidance from the Notes:

Further identification of the passive but take this further to also identify the use of parentheses in this extract. This is a report set in the past which has elements of time but is not reporting facts in a strict chronological order. It is written in the third person. Slide 45 also explains that MSG stood for Master Service Gram meaning it was a message for urgent delivery to the bridge.

- Slides 46 and 47: Phase 2: Introduces parenthesis.
- Slide 48: Phase 2: Introduces brackets.
- Slide 49: Phase 2: Identifying the parentheses. Displays a series of sentences, which you can animate to highlight the parentheses phrases.
- Slide 50: Phase 2: Cohesion.
- Slide 51: An extract from the 'Role of the Marconi Room' article, highlighting reference to time, foreshadowing and pronouns.



Phase 3

- Slide 52: Phase 3. Sets up the children's next exercises.
- Slide 53: Report on the Titanic.
- Slide 54: The last hours. A timeline of what happened between 11:40pm to 4:00am.
- Slide 55: Demonstrates the Writers' Toolkit.

Guidance from the Notes:

This is a possible tool kit but you can amend in light of what the children identify.

- Slide 56: Teacher modelling of scribing, supported writing, independent 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.

- Slide 57: Looks at Audience and Purpose.
- Slide 58: Looks at the structure of a report.
- Slide 59: Displays a spider diagram.

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 here:

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

- Slide 60: Teacher modelling preparing the article.

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.

Italics – these indicate what to say, the monologue, thinking aloud, demonstrating the thought process, etc.

Bold and in blue – these indicate what to write as the model.



- Slide 61: 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 62: Teacher modelling supported writing.
Guidance from the Notes:
The teacher should circulate among the children, supporting and challenging where appropriate and making suggestions for improvements.
 - Slide 63: A report on the iceberg.
Guidance from the Notes:
This is a report set in the present and is not reporting facts in a chronological order. It is written in the third person.
Draw children's attention to the fact that while the ship was being built in Belfast, the iceberg was also growing in size on the other side of the Atlantic Ocean.
For a narrative report of the same topic, see the book *The Pebble in my Pocket* by Meredith Cooper.
 - Slide 64: Teacher modelling independent writing.
Guidance from the Notes:
Children may choose to write a report on icebergs which may hug very closely to the model, but could then be replicated in other areas of the curriculum once the children are confident with the format. Alternatively, more competent writers may choose a different Titanic-related topic to write about.
 - Slides 65 to 68: Activity. The children to prepare their own report about another aspect of the Titanic voyage. They are choosing from: gems and jewels; the oceans of the Earth; navigation.
 - Slide 69: Useful links.
 - Slide 70: Further links about gems and jewels.
 - Slide 71: Further links about oceans.
 - Slide 73: Further links about navigation.
 - Slides 73 and 74: 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](#)



Tell Me Grid

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

