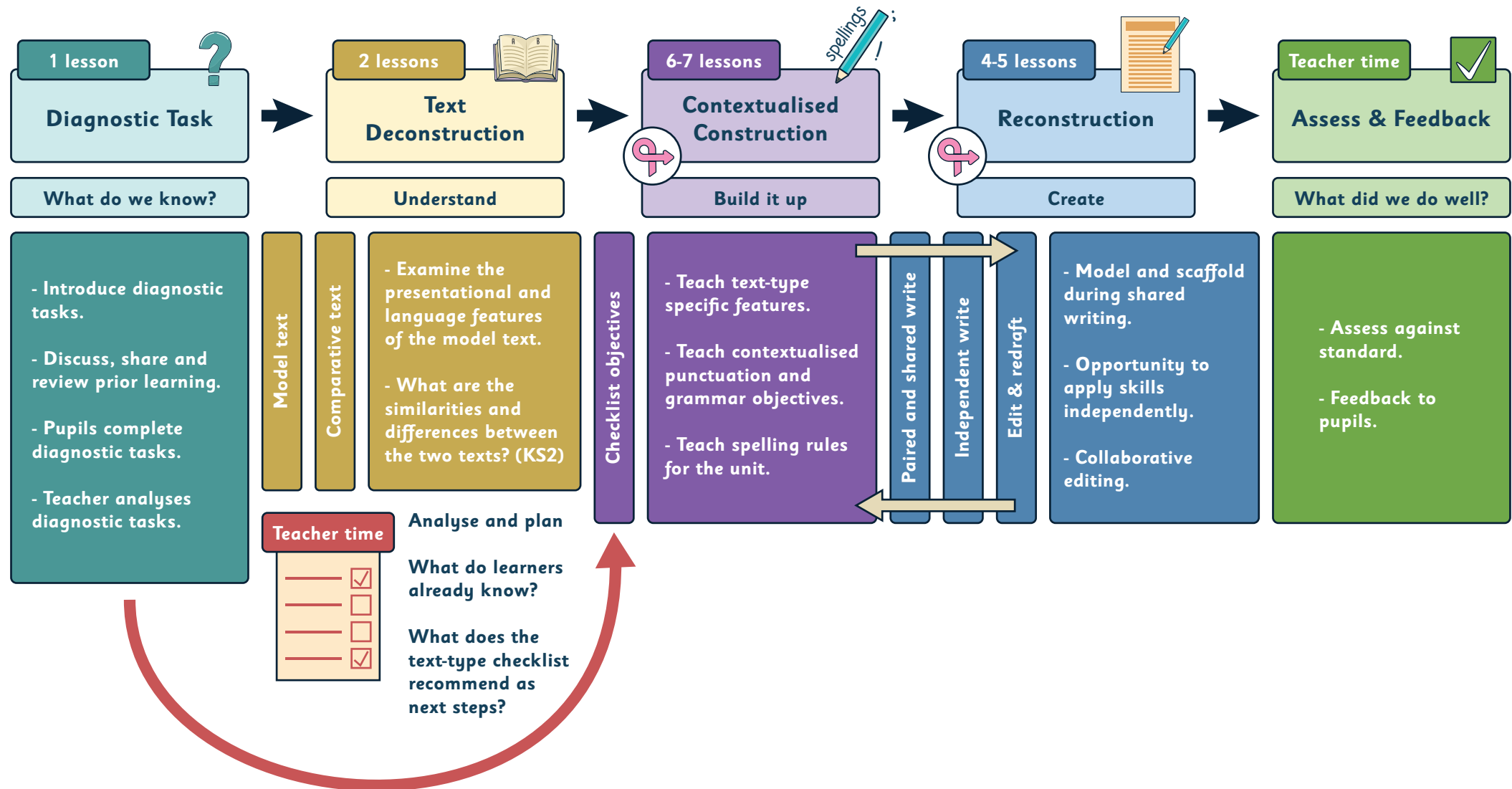


Our recommended learning journey for non-fiction, setting descriptions and characterising speech unit guides:



Stage of the learning journey	Overview	Resources
1 lesson Diagnostic Task	Diagnostic tasks – short assessment activities – are an opportunity to review prior learning. They focus on punctuation and grammar objectives integral to a text type e.g. adverbials of time in a diary. They support teachers in creating a bespoke learning journey that is focused on the needs of their pupils. Their completion and analysis results in the following: • an understanding of what students already know and what they don't • identification of misconceptions that need to be addressed • identification of pupils who might need additional support or challenge Children complete the suggested activities in the unit guide, or similar. (Pupil activities for each of the diagnostic tasks can also be found in the accompanying resources.) The teacher analyses the children's responses using the unit's master checklist. Information from the master checklist is used to inform the planning of contextualised construction lessons: according to the needs of learners, how much time needs to be spent on each of the punctuation and grammar objectives? Analysis of diagnostic tasks alongside text-type breakdowns can also support this. What level of entry is needed for that objective?	Adverbials of time check Provide the children with the following sentences and ask them to add an adverbial of time to each. I woke up. I jumped out of bed. I ran to the window. I gasped. Check: Are the children able to add an appropriate adverbial of time? Do they use a range of adverbials of time? Do they use the subordinating conjunction 'when' as an adverbial of time? If not, then a depth focus on adverbials of time is an essential next step. Children complete the suggested activities in the unit guide, or similar. Diagnostic tasks (page 6) Check 4 resource I woke up. _____ I jumped out of bed. _____ I ran to the window. _____ I gasped. _____ Diagnostic tasks (page 6) Check 6 resource and but so We were having a big party _____ we baked lots of cakes. She drew her curtains _____ her mum made her bed. The traffic light was green _____ the car stopped. Pupil activities for each of the diagnostic tasks can also be found in the resources.



Stage of the learning journey

Overview

Resources

2 lessons

Text Deconstruction

The purpose of the text deconstruction lesson is to unpick and analyse the following:

- the text's audience and purpose
- its presentational features
- its language features
- the similarities and differences between similar text types

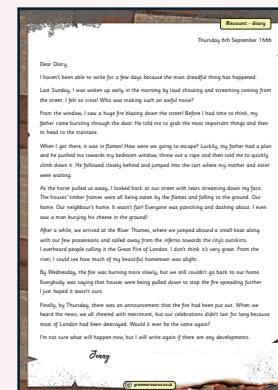
The teacher leads the deconstruction of a model text that matches the text-type focus of the unit guide (e.g. a diary):

Before reading the text, the teacher guides pupils in exploring the presentational features appropriate to the text type (e.g. the date in a diary). Each feature's purpose, specific to the text type, is discussed, and both the feature and its purpose are added to the feature detailer.

The teacher then reads the entire text before leading the analysis of language features appropriate to the text type (e.g. first person in a diary). Again, each feature's purpose, specific to the text type, is discussed, and both the feature and its purpose are added to the feature detailer.

The text deconstruction presentation supports this lesson. For each presentational and language feature, it provides examples with and without the features (e.g. adverbials of time in a diary), encouraging the children to 'spot the difference'.

Pupils deconstruct a previously unseen model text that matches the text-type focus of the unit guide (e.g. a diary) – this time, more independently. They use the completed feature detailer (from the first lesson) and the model text feature spotter for support. Discuss: Is the purpose of the feature in this text the same as in yesterday's text? Conclude this to be true – their purposes are integral to this text type.



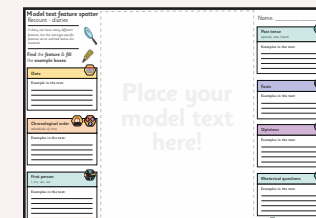
Lesson 1: The teacher leads the deconstruction of a contextualised model text that matches the text-type focus of the unit guide (e.g. a diary).



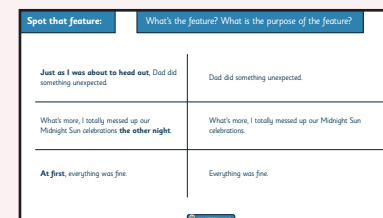
Lesson 2: Pupils deconstruct a previously unseen decontextualised model text that matches the text-type focus of the unit guide (e.g. a diary) – this time, more independently.



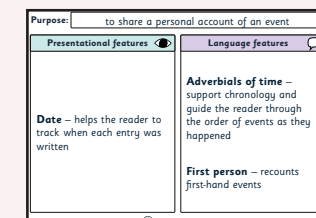
Lesson 1: The text deconstruction presentation supports this lesson.



Lesson 2: Pupils use the model text feature spotter for support.

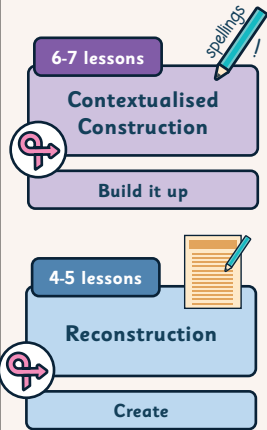


Lesson 1: The text deconstruction presentation provides examples with and without features for children to 'spot the difference'.



Lesson 1: The feature and its purpose, specific to the text type, are added to the feature detailer.
Lesson 2: Pupils use the completed feature detailer for support.

Stage of the learning journey



Overview

Contextualised construction lessons are focused on specific features that are integral to the unit guide's text-type focus (e.g. a diary) and the grammar, punctuation and spelling objectives that support and enhance it.

Pupils learn and apply these objectives within a meaningful and relevant **context**: a recently studied topic (e.g. the Great Fire of London), or a recently read book.

Prior to **contextualised** construction lessons, pupils should already have had plenty of opportunity to engage with the **context** for the intended writing (e.g. the Great Fire of London) so that they are able to focus on grammar, punctuation and spelling throughout.

In the unit guide, texts are taught in sections (usually three). These will differ dependent on the text type, for example:

Diary	Setting description	Instructions	Non-chronological report
Section 1: Introduction	Section 1: Introduction	Section 1: Introduction	Section 1: Introduction
Section 2: Recounted events (in chronological order)	Section 2: Paragraphs pan the setting	Section 2: List of equipment/ materials/ingredients	Section 2: Main body separated by subheadings
Section 3: Summary/conclusion	Section 3: Conclusion including cliffhanger	Section 3: Method	Section 3: Summary/conclusion

Objectives are then organised per most relevant section of text, for example:

Section 1 – Introduction

- Facts & opinions and exclamation marks

Section 2 – Recounted events (in chronological order)

- Rhetorical questions and question marks
- **Modifying the verb** – adverbs/adverbials of time (inc. subordinating conjunction 'when')
- **Modifying the verb** – adverbs/adverbials of place
- Co-ordinating conjunctions to join clauses (and, but, so)
- **Modifying the verb** – subordinating conjunction (if)
- **Modifying the verb** – subordinating conjunction (because)
- **Modifying the noun** – expanded noun phrases (+ commas in a list)

Section 3 – Summary/conclusion

- Apostrophes for omission

Resources



Stage of the learning journey

6-7 lessons

Contextualised Construction

Build it up

4-5 lessons

Reconstruction

Create

Overview

It is recommended that these objectives be taught with a focus on that section of the text. Once taught, these objectives can then be built into that section of writing, for example:

modelled paragraphs from the recounted events of a diary

I awoke **when it was early**. **A strange smell** drifted **through my window**. My eyes snapped open **when I heard screams**. **Who was making all that noise?** **An orange glow** filled the room. I rubbed my eyes, **but** it was still there **when I opened them again**. I jumped out of bed **and** I **ran to the window**. Many houses were on fire! My family were in danger, **so** I awoke them by shouting. We grabbed **some important things**. **Then**, we gathered **on the landing**. We made a plan.

My parents loaded our belongings **onto the cart outside the door**. I watched the fire **from my window**. **Tall, orange flames in the distance** licked **at timber frames**. **Men with hooks** pulled **whole houses to the ground**. **Small, dark figures** waved their arms. They would die **if they stayed there**. **How would they get out?** **Thick, black smoke in the air** suddenly blocked my view. I was glad **because I couldn't watch anymore**. We headed **to the water when the cart was ready**. **A boat on the river** would carry us **to safety**. We were lucky.

Modelled examples of each of the sections of writing (like those above) are provided throughout the unit guide. These are rooted within the focused **context** (e.g. the Great Fire of London) with relevant objectives embedded.

Please note: The objectives within each section can be taught in any order. Focus first on what the pupils need most. Use analysis of diagnostic tasks to guide this. What do pupils know? How well do they know it? What do they not know? What are their misconceptions?

For each objective, there is a clear set of numbered instructions to guide the lesson. Examples are included to support teachers in modelling the objectives and to help pupils with the application of each concept. Accompanying resources are provided in a separate resources document.

In addition, teaching slides support contextualised construction lessons. These visually engaging slides present each objective and its associated tasks. They support learning through clear visuals and simple, easy-to-follow instructions, and promote speaking and listening, ensuring students engage in active learning.

Resources

Modifying the verb – adverbs/adverbials of place

- Explain. To add further description and detail to our paragraph, we are now going to modify the verb using adverbs/adverbials of place to tell the reader **where** the **verb** happened. Display the 'TRAMP' adverbials visual, circling 'P'.
- Provide the children with the following paragraph. Ask them to underline every verb/verb phrase in each statement (not in the question!).
- Model the modification of the verb as follows:
- Repeat step 3 with further sentences from the paragraph in step 2, gradually reducing modelling and scaffolding until the children are using adverbs/adverbials of place more independently.

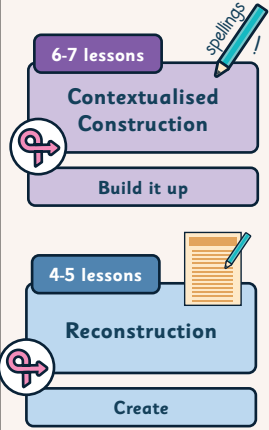
T.R.A.M.P.

Time	Reason	Manner	Place

- Model the editing of the 'waking up' paragraph (step 2) with a focus on **adverbials of place**.
- Referring to each of the sentences in the model (step 5) that have an adverb/adverbial of place, ask (e.g.) Where did I jump? Where did I run? Where did we gather? As you ask and the children answer, annotate as below to support the children's understanding of using adverbs/adverbials of place to modify verbs e.g.
- Annotate the impact of the adverbs/adverbials of place, comparing the sentences before and after. What do we know now that we didn't know before? What impact does this additional information have on the reader? What's its purpose?
- Children to write their 'waking up' paragraph (or edit their previously written one) with a focus on **adverbs/adverbials of place**. Dependent upon assessment, they may do so independently, in pairs or with the support of an adult.

For each objective, there is a clear set of numbered instructions to guide the lesson.



Stage of the learning journey	Overview	Resources
6-7 lessons Contextualised Construction Build it up 4-5 lessons Reconstruction Create 	Contextualised construction and reconstruction are cyclical in nature. By the end of each taught section (e.g. the introduction, recounted events and summary/conclusion in a diary), each pupil will have reconstructed a shared/paired/independent version of that same section. These reconstructions will feed into further planning of contextualised construction lessons. This process will repeat until pupils have had the opportunity to apply text-type specific features, and grammar, punctuation and spelling objectives from the text-type checklist to a completed version of the text. Reconstruction may involve the following: • modelling and scaffolding during shared writes • the opportunity to apply skills independently • collaborative writing • editing and redrafting	