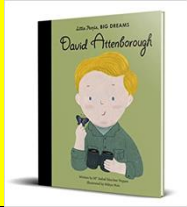


<p align="center">Year 3 Writing Learning Journey</p>	<p align="center">Text Driver:</p> 	<p align="center">Key Writing Statements</p> <p align="center">Big 6 (4 scaffolded): Inspiration, Accomplish, Exhilarating, Innovation</p>
<p align="center">Overview of Learning Journey (lessons)</p>		
<p><u>Stimulate and Generate</u></p>	<p><u>Capture, Sift and Sort</u></p>	<p><u>Create, Refine and Evaluate</u></p>
<p>KL: Generate questions about David Attenborough (Hook).</p> <ul style="list-style-type: none"> Watching the clip of David Attenborough and exploring who he is The Amazing Life of Sir David Attenborough (Attenborough Tribute) Happy 90th Birthday! HD - YouTube. Discuss who David is and some key points from the clip. Children can make notes. What key questions would we ask him? Create 3 questions. <p>KL: Answer questions about David Attenborough</p> <ul style="list-style-type: none"> Recap questions generated. Discuss the reason behind the questions. Children to use iPads to research (National Geographic Kids 15 fascinating facts about Sir David Attenborough - National Geographic Kids (natgeokids.com)) And answer the questions created. (SEND – give the facts) Children collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Sequencing David Attenborough's life events</p> <ul style="list-style-type: none"> Timeline of David Attenborough's life events David Attenborough - Little People, Big Dreams I Read Aloud Biographies for kids - YouTube. Explore as a class. Children to sort sequences of events into order working in groups. Nothing into books. <p>KL: Grouping events into relevant sections (this may not need a whole lesson – could be a starter/plenary)</p> <ul style="list-style-type: none"> Children to be given the cards and to re-sort. Challenge for being quicker time. Three headings template and sort the events into relevant sections. <p>KL: Organising events into sections of a fact-file</p> <ul style="list-style-type: none"> Show a fact-file template and can we identify the key events of his life and where they would go? Discuss as 	<p>KL: Writing a character description on David Attenborough</p> <ul style="list-style-type: none"> Children to recap the adjectives discussed and the expedition he went on. Using this information, model writing a short character description. Children to write a short character description on David Attenborough. Highlight big 6? Words to add to working wall to use later in the unit? Discuss how this will help them with the biography <p>KL: Up-levelling vocabulary (I wonder if you take out this lesson and build into main editing in phase 3.)</p> <ul style="list-style-type: none"> Model how to up-level sentence by sentence and the vocal thoughts. Children to have a go at up-levelling theirs following the same process. <p>KL: Time adverbials within biographies</p> <ul style="list-style-type: none"> Show children a biography with no time adverbials. Explore the importance and the effect of missing these out. Explore what are time adverbials. Teaching materials on these elements within biographies. Children to change some sentences to include time adverbials within a biography. <p>KL: Identify paragraphs within biographies</p> <ul style="list-style-type: none"> Teaching on what paragraphs are and the importance within biographies. Children to arrange facts into paragraphs and underline time adverbials spotted. Children collaborate and note which time adverbials they would want to use Chat to y5 for examples <p>KL: Understand what a biography is</p> <ul style="list-style-type: none"> Recap – biography writing to inform about a person's life (could look at word bio- ie life) 	<p>KL: Planning our biographies</p> <ul style="list-style-type: none"> Success criteria shared with the children and recapped on. Children to begin planning their biography using a range of resources. Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). What are they missing...? Remember to include through editing your plan. <p>KL: Planning our biographies</p> <ul style="list-style-type: none"> Children to carry on planning their biography using a range of resources. Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). What are they missing...? Remember to include through editing your plan. <p>KL: Writing introductory section</p> <ul style="list-style-type: none"> Children to look at planning and make any changes needed using resources. Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). What are they missing...? Remember to include through editing your draft. Link to success criteria throughout the first draft. <p>KL: Writing main expedition section</p> <p>KL: Writing final section</p> <p>KL: Editing and refining stage</p> <ul style="list-style-type: none"> Begin editing independently using a variety of resources. Children need to focus on one section at a time so it is thorough. Partner editing (one book at a time and discussion). Only write changes in their own book. <p>KL: Editing and refining stage</p>

<p>a class. Make an error and encourage children to correct. Discuss how this is all written the past tense.</p> <ul style="list-style-type: none"> • Biography of the Week: Sir David Attenborough Kettle Mag. Can children add anything extra to their fact file? • Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Adjectives to describe David Attenborough</p> <ul style="list-style-type: none"> • Mind map adjectives to describe aspects of David Attenborough/life and collate as a class for books. • Collaborative stations; life, person, career, expedition (add to working wall?) <p>KL: Exploring 'Big 6' vocabulary</p> <ul style="list-style-type: none"> • Explore the definitions of the big 4 already provided and children to add the other 2 to create big 6. • Children to draw pictures to represent each • Explore how to apply into context and model some examples. • Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Applying 'Big 6' into writing</p> <ul style="list-style-type: none"> • Recap on the 'Big 6' and their definitions. • Children to explore sentences using 'big 6' in context. • Quiz children on the definitions. • Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Up-levelling sentence vocabulary</p> <ul style="list-style-type: none"> • Model a sentence written on the board and how to up-level – using Big 6? • Discuss why you are going to up-level and what it will achieve – * discuss impact on the reader (how they will feel... what they will know...) 	<ul style="list-style-type: none"> • Read through some examples of a biography (strong/weak). Encourage children to become a teacher and create a success criteria together - SEND (recognise from a pre-prepared criteria). Consider ability of readers. • What can we identify as a class through discussion. <p>KL: Identifying key features of a biography</p> <ul style="list-style-type: none"> • Provide the children with an example of a biography and annotate the features using the success criteria. • Share throughout the lesson. • Discuss what we could have included that may be missing. Encourage children to be critical of writing. • Children collaborate and discuss which was their favourite and why. <p>KL: Write a biography introduction</p> <ul style="list-style-type: none"> • Model writing the first section to the children. Keep your thoughts vocal and encourage children to explain why you have added a certain feature. • Model linking back to your success criteria. • Miss something out and go back through, edit and improve. • Children to have a go at writing the first section ONLY. • Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Preposition with biographies (before the introduction lesson?)</p> <ul style="list-style-type: none"> • Provide children with some sentences and to model identifying the grammatical features. • Teaching on preposition and the importance of using in biographies • Children to collaborate and check one at a time in pairs if sentences are accurate (SPaG). <p>KL: Understanding how to organise a biography</p> <ul style="list-style-type: none"> • Model to the class all of the facts we have gathered about David Attenborough and how to sort this. • Provide a biography template and as a class, children to complete with scaffolding. • Discuss catchy opening statements/questions and how this hooks the reader. • Model how we look back at our success criteria to support us. 	<p>KL: Writing best copy</p> <ul style="list-style-type: none"> • Once children are happy with the editing stage, begin writing up in best. • Remind children of the expectations of the best write and handwriting. <p>KL: Writing reflection</p> <ul style="list-style-type: none"> • In different pairs, children to read some examples of biographies. • What did they like? Write a small review in their books. <i>I liked this autobiography because it had... My favourite part was... because...</i> <p>27 lessons</p>
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Additional resources:

<https://www.willowprimaryschool.co.uk/sir-david-attenborough/>

[Life of Sir David Attenborough KS2 Information PowerPoint \(twinkl.co.uk\)](https://www.amazon.co.uk/s?k=blue+planet+book&crd=K5R6Q3E63GQQ&srefix=blue+planet+%2Caps%2C179&ref=nb_sb_ss_ts-doa-p_2_12)

<https://www.activityvillage.co.uk/david-attenborough>

<https://kids.britannica.com/kids/article/David-Attenborough/633494>

https://www.amazon.co.uk/s?k=blue+planet+book&crd=K5R6Q3E63GQQ&srefix=blue+planet+%2Caps%2C179&ref=nb_sb_ss_ts-doa-p_2_12