



A Whole School Writing Root for Flooded by Mariajo Ilustrajo



Literary Theme: Coming together and community

Main Outcomes: Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports

Cross-curricular Coverage:

EYFS:

Understanding the world:

- know about similarities and differences in relation to places, objects, materials and living things

Moving and handling:

- show good control and co-ordination in large and small movements

- move confidently in a range of ways, safely negotiating space

- handle equipment and tools effectively, including pencils for writing

KS1: Animals, including humans; Living things and their habitats; PSHE

LKS2: Animals, including humans; Light; Living things and their habitats; PSHE

UKS2: Animals, including humans; Living things and their habitats; PSHE

Text(s): Flooded by Mariajo Ilustrajo

Duration: 2 weeks, 10+ sessions

Overview and outcomes: This is a two-week Writing Root for Flooded by Mariajo Ilustrajo. The learning experience begins when the children discover that there is flood 'water' and that this is posing a threat to the inhabitants of a city. The text is shared and children explore the scenario from the perspectives of different protagonists through role-play, diary entries and other opportunities to write in role. The children are then supported to either thank/praise the problem-solvers, engage in the writing of a report about working together or, for the most experienced children in school, writing the report of the official inquiry into the flood and why things became so bad.

This resource has been designed to be used by an entire school to foster a shared learning experience around one text and to engender written outcomes – some with the same audiences and purposes, some not – that are 'at pitch' for each phase/stage but that will also aid revision, catch-up and extension where (and in whichever form) needed. We have planned for activities at different stages: grouped into key-stages; grouped into Reception with Year 1; Year 2 with Year 3 and then Year 4 to Year 6 or grouped simply into EYFS with KS1 and KS2. Where this is the grouping, there are opportunities for differentiation within to ensure that the pitch of sessions is appropriate. The resource is intended to form the basis upon which schools and teachers can create and shape a sequence that will work well in their context. The sessions could be added to with art activities and through further learning in PSHE, science, geography and history.

Curriculum Coverage:

For the purposes of this resource, we have highlighted the broad early writing objectives for EYFS. For the purposes of this resource, we have highlighted the broad early writing objectives for EYFS and grammar and composition objectives for KS1 and KS2. Opportunities to cover the wider English curriculum objectives are many and varied and it will be down to individual schools, phases and class-teachers to decide which of these opportunities to take.

EYFS SPECIFIC AREA – Literacy:

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



KS1 Writing - composition

Year 1

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2

Develop positive attitudes towards and stamina for writing by:

- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

KS1 Writing - Vocabulary, Grammar & Punctuation

Year 1

- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I.

Year 2

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- The present and past tenses correctly and consistently including the progressive form
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- The grammar for year 2 in English Appendix 2
- Some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

LKS2 Writing - composition

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

LKS2 Writing - Vocabulary, Grammar & Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Using conjunctions, adverbs and prepositions to express time and cause
- Learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- Using and punctuating direct speech
- Using Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



UKS2 Writing - composition

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

UKS2 Writing - Vocabulary, Grammar & Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To make predictions</p>	<p>EYFS I can write simple phrases and sentences that can be read by others</p> <p>KSI I can write sentences with different forms: statements and questions</p> <p>KS2 I can create multi-clause sentences using conjunctions</p>	<p>Over several days, and ideally a few days ahead of starting the teaching input for this Writing Root, display around the school swathes of blue fabric and ribbon. You could strategically place the yellow 'WARNING: wet floor' signs and then, once there is more blue fabric to represent water, remove these and add swimming pool signage such as 'No Diving'; 'Swim hats must be worn' and so on. Each day, add a little more 'water'. Also have wellies and - if possible - swimming paraphernalia such as flippers, goggles and snorkel masks, then position these around the school too. These are to act as clues to something that is changing and slowly becoming a bigger problem. This will eventually tie in with the message in the text, <i>Flooded</i>: that if you ignore a problem, it will likely get bigger!</p> <p>Let the children use magnifying glasses/ clipboards to gather evidence and make observations about what's happening. They could even take photographic evidence! Use Talk to the Hand to help children pose and respond to questions. You may choose to set the children off on this task in a special assembly and could even buddy up younger children with older children if liked. For a guide as to the specific focus for each age/stage, look ahead to the 'Independent work' section.</p>	<p>Blue fabric and ribbon</p> <p>Signs</p> <p>Swimming paraphernalia</p> <p>Talk to the Hand</p> <p>Magnifying glasses/ clipboards/ access to cameras</p>	<p>All: Ask the children what they discovered when they were gathering evidence. <i>How many wellies did they count? How many pairs was this? What else did they spot? What signs could they see? Where is the 'water' round the school? What do they think the problem is?</i></p> <p>EYFS: Help the children talk about what they observed and any evidence they recorded in photos. Let children draw what they saw and scribe ideas for them/let them have a go at writing if ready:</p> <p><i>I saw lots of welly boots. There was a lot of water.</i></p> <p>KSI: Let the children create statements about what they observed / what it all could mean. Can they use Talk to the Hand to write some questions about the evidence in order to find out more? Model some ideas to help them get started:</p> <p><i>There seems to be a lot of water around the school. What will happen if it gets even deeper?</i></p> <p>KS2: Support the children in using modal verb stems as in Talk to the Hand to pose questions as predictions about what's going on and then respond to each other's questions, using subordination:</p> <p><i>Could the school be experiencing a flood? I think that flood water has flooded the school because... Should we try and help? I think we ought to try and help since...</i></p> <p>More experienced writers could write responses with the subordinating conjunction at the beginning: <i>Because there might be risk to our safety, I think we ought to try and help.</i></p>	<p>Tell the children that one child discovered a book, wrapped up in a waterproof bag, when they were investigating for evidence.</p> <p>Share the text from the beginning up to 'The city was just a bit...' and then try to work out what the missing word could be: <i>wet? Flooded? Soggy? Submerged?</i> Read on to the next page, revealing that the word is indeed 'wet'.</p> <p>Return to the illustration just inside the book that shows the Emperor Tamarin seemingly speaking to a group of submerged animals. <i>What could be happening here? What do the children predict in terms of plot? Why might this character have a golden tail?</i></p>

