



A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi



Literary Theme: Creation & conservation

Additional Theme(s): Wishes & aspirations, Space & our world (1/2), Protection & preservation (2/3/4), Nature & environment

Text(s): Dear Earth by Clara Anganuzzi

Duration: 3 weeks, 15 sessions

Recommended Age: Year 2

Text rationale: This inspirational picture book charmingly blends fiction with non-fiction as we journey through the varied landscapes and habitats of the world with main character Tessa. The story encourages children to appreciate the wonders of the natural world, including the varied animals, oceans and environments, as well as what can be done to protect it. Beautiful illustrations bring each location to life and will open up discussions about the problems the earth faces and the solutions we can all take responsibility for.

Outcomes: Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters

Main Outcome: Informative leaflet

Overview and outcomes: This is a three-week Writing Root based around the book Dear Earth by Isabel Otter and illustrated by Clara Anganuzzi. The sequence of learning begins with children discovering an explorer's rucksack containing many exploration-related items. The class then set up an Explorers' Club and decide where they'd like to explore and what they'd want to do. Children write out these aspirations and pin them to a world map. They go on to write rules for explorers and then research and record factual statements about endangered animals. Children will write setting descriptions of landscapes from the text and turn these into poems about exploration. As they continue to read about Tessa's imagined travels, children write and perform a script for a travel vlog. At the end of the story, there is discussion of the problems and solutions the planet faces and children write persuasive speeches about looking after the environment. The sequence builds to an extended informative leaflet about protecting the environment. Children will finish with a letter to the earth, using Tessa's letter from the text and celebrating their own dreams and aspirations.

Cross-curricular Coverage: Geography (Y2 Human and physical Geography): Key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, stream

The Teach Through a Text Approach is embedded in the Writing Root as follows:

Thematic link

Alongside the theme of creation and conservation, themes explored include wishes and aspirations, space and our world, protection and preservation and nature and environment

Discovery Point

Children discover an explorer's backpack filled with items related to exploring and adventuring. The class discuss what an explorer does and what they use.

Literary Language

Children work on imaginative and accurate adjectives around animals and landscapes.

Embedded comprehension

Comprehension is embedded through discussion of the story as well as looking at the non-fiction writing at the back of the text. Children draw inferences from the text using metaphorical language.

Embedded grammar

Grammar skills taught include nouns with -ness suffixes, the use of conjunctions, different sentence types, creating expanded noun phrases and the use of apostrophes to mark missing letters.

Spelling and vocabulary

Spelling Seed coverage focuses on specific words from the Y2 word list as well as adding the -ly suffix to create adverbs and using an apostrophe to indicate possession.

Purpose and audience

Children will inform through instructions. They will entertain through travel vlogs and poetry. Leading to an informative outcome of leaflets about Earth.



Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes.

Writing Transcription (Spelling and Handwriting)

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning the possessive apostrophe (singular) for example, the girl's book
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary, Grammar & Punctuation

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

- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon],
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

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

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- 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.




Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To discuss future dreams and wishes</p>	<p>I can write in first person</p> <p>I can use a subordinating conjunction to give reasons</p> <p>I can use the verb 'would' to discuss the future</p>	<p>Children arrive in the classroom to discover a mysterious rucksack with a label attached to it, which says, 'a global explorer's rucksack'. In the rucksack, include a range of items for exploring e.g. a pair of binoculars, a set of atlases, postcards, stamps, a fork, a menu in a different language (because explorers try new foods), non-fiction books about animals, sun lotion. Include a note which reads, <i>What do you love most about the world? Are there places that you'd like to explore? Do you know what an explorer is? What do explorers do? What is the difference between exploring and going on holiday?</i></p> <p>Have the following questions on the board and explore a range of landscapes from around the world with children on the IWB. <i>Which landscapes do you like the most?</i> Explain to children that we are going to form an explorers' club. Make a circle and pass a pair of binoculars (or other item related to exploring) around the circle. When they have the binoculars, each child can discuss where they'd like to explore, what they'd like to do and why using because. Orally model I would love to explore the jungle because I love to climb trees.</p>	<p>A world map</p> <p>Paper and scissors for children to create flags</p> <p>Rucksack full of explorer items (a pair of binoculars, a set of atlases, postcards, stamps, a fork, a menu in another language, non-fiction books about animals, sun lotion etc.)</p>	<p>If possible, have a map on the classroom wall. Children can create flags using scissors and paper and write where they'd like to explore and what they'd like to do there. Explain that the word 'would' is useful to talk about the imagined future.</p> <p>Shared writing:</p> <div data-bbox="1420 512 1742 727" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>I would love to visit the beach in Australia because I love hot weather. Jayden</p> </div>	<p><i>Can you find countries on the map? Can you locate the colder or hotter parts of the world? You may wish to use this as an opportunity to recap learning about the continents and oceans.</i></p> <p>Stick the children's mini cut out flags on the classroom map. Children may not know exactly which country they'd like to explore but they can take a guess where in the world this might be.</p>
<p>2) To use conjunctions to write a set of instructions</p>	<p>I can create if clauses using a comma</p> <p>I can use a range of imperative (bossy) verbs</p> <p>I can write in second person</p>	<p>Remind children that we started an explorers' club. <i>What verbs might an explorer do?</i> You may wish to share some of the items from the explorer's backpack in the previous session. Scribe the words the children suggest, e.g. eat, learn, climb, look after, make, walk, hike, swim, write, search for. Collect these verbs on the class verb splat on the working wall.</p> <p><i>What might we need for starting a club?</i> Suggest to children that clubs often have rules, you may like to show children examples of clubs and their rules. <i>How might we use the verbs to create rules for an explorers' club?</i> Orally model using an imperative verb to begin the sentence e.g. Learn different languages explain that we can also follow it up with an if clause e.g. if you want to be an explorer.</p>	<p>Verb splat</p>	<p>Using the sentence structure modelled earlier, children write up a set of rules. If time allows, you may encourage children to draw a logo for the Explorer's Club. This could be a great example of instant publishing.</p> <p>Explain to the children that using the imperative verb in a sentence makes a command e.g. Search for rare animals. We are then going to add an if clause to extend it. Model adding the comma to separate the clauses.</p> <p>Shared writing: Explorer's Club Rules</p> <ol style="list-style-type: none"> Learn a new language, if you want to be an explorer. Climb trees and hike mountains, if you want to be an explorer. Write lots of postcards, if you want to be an explorer. 	<p>Model beginning the sentence with the conjunction and ask children to do the same e.g. if you want to be an explorer, write lots of postcards.</p>

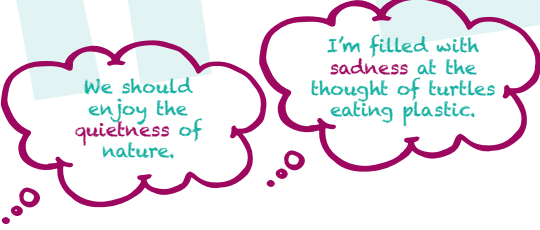


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
3) To record factual statements about animals	<p>I can use a range of adjectives</p> <p>I can sort facts according to subheadings</p> <p>I can use an apostrophe to show possession</p>	<p>Before the session, wrap the book and add a label 'For the Explorers' Club at ____ School, love Tessa'.</p> <p>Read the text up to, '...loved to tell Tessa about his adventures.' <i>What advice do you think Grandpa is giving Tessa about being an explorer? Recap the sentences from yesterday.</i></p> <p>Continue reading the story up to, 'Grandpa says that unicorns swim in the Arctic.' <i>What other animal lives on the ice in the Arctic like the narwhals? (polar bears) What has Tessa dreamed of doing as an explorer? What animals can you spot on these pages? Listen to children's suggestions of animals but tell them that as an explorers' club we're going to be focusing on polar bears, blue whales, rhinos, sea turtles and elephants. This is because these animals are endangered, add the word to the working wall and discuss its meaning.</i></p>	<p>Animal facts</p>	<p>Knowing more about these animals is going to help us to protect them. Share the animal facts with the children. <i>What sections might we sort these facts into? What do we want to know about the animals? Model sorting the facts according to headings such as habitat and diet. Divide the class into five groups and ask each group to focus on one animal.</i></p> <p>Shared writing: Model taking one of the facts and including adjectives and correct punctuation to extend it. You may suggest grouping facts e.g., Diet <i>They have dense, white fur that keeps them warm in the freezing Arctic. Underneath their coarse fur, their skin is black.</i> Children will use this information again for their extended outcome so make sure they are displayed.</p>	<p>If there is time, you may wish for children to use laptops or non-fiction texts to research further.</p> <p><i>Did you encounter any tricky vocabulary? Children may want to record and discuss any technical words such as: endangered, habitat, solution, deforestation, captivity, poachers etc.</i></p> <p><i>Can you use an apostrophe to show possession? An elephant's trunk can be two metres long.</i></p>
4) To create noun phrases to describe	<p>I can add the suffix -ing and use these words as adjectives</p> <p>I can pair adjectives with nouns appropriately</p> <p>I can use a comma between adjectives</p>	<p>Read up to, , '...up I'd go.' <i>What landscapes and wildlife did Tessa imagine seeing? Can you spot the animals we researched yesterday? Explain that you are going to read this part of the story again. Can you collect the adjectives and nouns that you hear? If needed, recap the purpose of adjectives and nouns. Children record these on different coloured post-it notes and stick them to the relevant grammar splat.</i></p> <p>They may record the following adjectives and nouns: <i>wonderful, deep, swirling, thundering, gigantic, teeny-weeny, blue, whales, turtle, mega-beasts, hooves, waterfalls, lagoon.</i> Discuss that some of the -ing words the author uses are verbs in different forms but here they act as adjectives when they come before a noun e.g. 'the screeching hullabaloo'</p>	<p>Noun and adjective grammar splat</p> <p>Zone of relevance</p> <p>Sentence strips for modelling and for children to record expanded noun phrases</p>	<p>In groups, all the landscapes up to '...up I'd go'. Ask them to also look at the animals or other items in the landscape, for example the wings of the animals as well as the scenery. These can be added to the noun grammar splat. Groups then complete a zone of relevance for their landscape; placing the most relevant adjectives in the centre. Encourage children to add their own adjectives too. If time allows, you may wish for groups to swap landscapes so they can add further adjectives.</p> <p>Shared writing: Model selecting two adjectives from the zone of relevance and matching them with a noun. Remind children that we sometimes need a comma between two or more adjectives. Children then record their noun phrases on sentence strips; they will need them in the following session.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 5px;">swirling, sparkling</div> <div style="background-color: #800080; color: white; padding: 5px; border-radius: 5px;">fish</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #008080; color: white; padding: 5px; border-radius: 5px;">loud, thundering</div> <div style="background-color: #800080; color: white; padding: 5px; border-radius: 5px;">hooves</div> </div>	<p>Children share their noun phrases with each other.</p> <p><i>Which do you think sound best? Did any words work well together e.g. swirling, sparkling? Can you revise any of their phrases?</i></p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) To write a poem using noun phrases	<p>I can create noun phrases</p> <p>I can use repetition</p> <p>I can use a range of verbs</p>	<p>Reread the text up to the line, ‘...up I’d go.’ This time, ask children to use the verb grammar splat to collect any verbs they hear. Use sentence strips for the children to write the verbs. These will be used in the next session too, it would be useful for you to scribe roared and splash, but you may also choose to scribe more.</p> <p>They children may record the following verbs: roared, told, dive, see, blow, glide, explore, stampede, run, skip, kiss, splash, float, swim, slide, watch, dip, fly</p>	<p>Verb grammar splat</p> <p>Super speaking prompts</p>	<p>Explain that we are going to write a poem about the joys of exploring.</p> <p>Shared writing: Ask the children what repeated refrain we could use to start each verse e.g. If I was an explorer, I’d.. Then model taking a noun phrase on a sentence strip from yesterday and matching it with a verb electing a verb from the verb grammar splat to create a line e.g. If I was an explorer, I’d.. Swim with the swirling, sparkling fish Ask children to write their repeated refrain then a verb followed by a noun phrase. If I was an explorer, I’d.. Stampede with the zebras, hearing their loud, thundering hooves. If I was an explorer, I’d.. Kiss wonderful, fluttering butterflies and watch them fly.</p>	<p>Discuss the questions from the ‘My Voice’ section of the super speaking prompts and ask children to consider how they might perform their poem then allow them to perform for the class or another group.</p>
6) To use past tense verbs to write a travel vlog	<p>I can use noun phrases</p> <p>I can use time adverbials</p> <p>I can use a range of sentence types</p>	<p>Before the session, find some short videos of child appropriate travel vlogs of landscapes from the text. Watch the videos with children and explain that we are going to make our own based on Dear Earth.</p> <p>Look at the verbs from the previous session. Specifically, show the children roared and splash. <i>What is the difference between them?</i> Explain that roared is past tense, which is clear from the -ed ending, while splash is present tense. <i>What tense are most of the verbs we collected?</i> Model using suffix fixers to change the verbs to past tense. Try to model a range of spelling patterns to add -ed.</p>  <p>Also show told and see. <i>What is a bit different about these verbs?</i> Explain that some can be irregular and we can’t add -ed, we have to think of the past tense. Children change all the verbs to past tense using the suffix fixers.</p>	<p>Travel vlogs from the internet</p> <p>Suffix fixers</p> <p>Recording equipment (optional)</p> <p>Green screen (if available) or projected image on IWB</p>	<p>Explain that we are going to create our own Explorer’s Club travel vlogs, describing our trips to the landscapes explored so far in the text. Alternatively, children could write a postcard or travel log. We are going to include the noun phrases we’ve been working on and the past tense verbs we have created. Also model including some time adverbs to link the landscapes discussed e.g. Later that day, after that</p> <p>Shared writing: Ladies and gentlemen, Welcome to the Explorer Club travel vlog. Do you want to be an explorer? Then keep watching! Let’s find out about all our adventures.</p> <p>Things are busy at the club. First, we dived into the ocean and swam with swirling, sparkling fish. What a fabulous experience! Later that day, we blew bubbles with whales and glided with green, wrinkly turtles.</p>	<p>Children could possibly record themselves presenting. If you have a green screen in the school, then a map of the world or different landscapes could be projected onto it.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
7) To write emotive sentences about the environment	<p>I can use the suffix -ness</p> <p>I can consider a character's feelings</p> <p>I can use abstract nouns</p>	<p>Read up to 'Earth, you are full of such wonder... but we can heal you too.' <i>What do you think the author means by 'humans have hurt you'?</i> N.B. This is explored more fully in the following session. <i>How do you think Tessa feels about the Earth being hurt by humans?</i> Ask children to imagine they are Tessa and complete a sentence such as, The world is hurting and that makes me feel... use thought-tapping to elicit adjectives such as sad, gloomy, woeful, helpless add these to an adjective grammar splat.</p> <p>Look back at previous pages when Tessa is enjoying herself. <i>How do you think Tessa is feeling when she is in the sea/canopy/jungle? How do you think Tessa and Grandpa feel at the end of the book?</i> Use thought-tapping again to elicit further adjectives e.g., happy, calm, hopeful, quiet, joyful add these to the adjective grammar splat also. Model creating abstract nouns by adding -ness to the adjectives, including to a word ending in -y to demonstrate changing to -i before adding the suffix e.g., sadness, gloominess move the words to a noun grammar splat.</p>	<p>Adjective grammar splat</p> <p>Noun grammar splat</p> <p>Thought bubbles or materials for creating thought bubbles</p>	<p>Children to turn the gathered adjectives to abstract nouns ending in -ness, they may also add their own. <i>How can we help the Earth to heal?</i> Explain that describing powerful feelings can help to make writing persuasive and we will use these in persuasive letters. Model using the abstract nouns to describe feelings about the plight of Earth and Tessa's feelings about it:</p>  <p>You may wish to provide children with sentence stems to support them to use the nouns accurately. You may ask children to write their sentences into thoughts bubbles to show they are Tessa's feelings.</p>	<p>Dramatise the emotive sentences, asking children to speak in role as Tessa. <i>How might she have explained her feelings? What facial expression might she have?</i></p>
8) To take notes and record factual statements	<p>I can read and select appropriate information</p> <p>I can summarise in my own words</p> <p>I can use the present tense consistently</p>	<p>Reread up to line, 'Love from Tessa.' <i>How has the window changed in Grandpa's living room since the beginning of the story? How are humans hurting the world?</i> Elicit ideas around pollution, global warming, littering and deforestation. Add any relevant words to the working wall. <i>Do you think this book is hopeful? How does the author help us to feel hopeful on this page?</i></p> <p>Continue reading to the final line. <i>What do you think?</i> Allow time for a discussion about how Earth is changing and what can be done to heal it based on the information at the back of the book. Read the pages 'If you want to know more...' and 'What can you do?'</p>		<p>As members of the Explorers' Club, we are going to get the message out to the rest of the community about the problems Earth faces and the solutions by writing persuasive speeches using facts. Make the back pages available for all children. In small groups, they fold a large piece of paper in half. On one half, note down the problems and on the other note down the solutions. If possible, provide additional books/websites for children to add more information and expand their research.</p> <p>Shared writing: Model using the text to create simple sentences, summarising what has been read.</p> <p>Problems: Turtles can't lay their eggs. The sea levels are rising. Beaches are covered in water. People throw too much plastic away. Rainforests are being cut down.</p>	<p>Ask children to share their ideas with other groups. You may also wish for the children to use different sources to find information e.g. other non-fiction books. <i>Can you find any more information about the problems affecting the planet?</i></p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
9) To write a persuasive speech using a range of sentence types	<p>I can use a range of conjunctions</p> <p>I can correctly punctuate questions, statements and exclamations</p> <p>I can use the suffix -ness</p>	<p>In small groups, give children the add an ending sentence strips and some blank sentence strips. Ask them to complete the sentence based on their research from yesterday e.g. The world is heating up because there are lots of dirty fumes and gases in the air.</p> <p>Remind children that we need to get the message out there and to do this we are going to write a speech about the problems Earth faces and the solutions. Once they have added endings, ask them to sort them into problems and solutions. Consider how we should begin a persuasive speech. <i>How could we use different sentence types to help deliver this speech and grab the audience's attention?</i> Generate some ideas for opening, attention grabbing questions using -ness adjectives e.g., Have you ever thought about the uniqueness of Earth? Do you know some of the problems our earth faces? Children use the facts from yesterday and the emotive sentences about the environment to write a persuasive about environmental problems and solutions.</p>	<p>Add an ending sentence strips</p> <p>Emotive sentences about the environment (from previous session)</p> <p>Super speech prompts</p>	<p>Shared writing: <i>Have you ever thought about the uniqueness of Earth? Do you know some of the problems our earth faces? In this speech, I will talk about some of the problems and some of the solutions.</i></p> <p>Suggest grouping information into a problems paragraph then a solutions paragraph. Again, draw attention to the use of the conjunctions from the add an ending sentence strips:</p> <p><i>The world is heating up because there are lots of dirty fumes and gases in the air. How terrible! If the ice sheets melt, polar bears will be homeless. This fills me with sadness. But there is hopefulness because we can make change! When you visit the beach, you can borrow a bucket to help clean up. Then everyone can feel the happiness of the sand and sea.</i></p>	<p>Draw children's attention to the 'my voice' and 'my body' sections of the super speech prompts, discuss one or two of the prompts with the children in relation to their persuasive speeches. Allow children time to practise then ask them to perform their speeches.</p> <p>Discuss the persuasiveness of the speeches. <i>Which part of your friend's speech did you think was most powerful?</i></p>
10) To plan an informative leaflet	<p>I can group information</p> <p>I can draft subheadings</p> <p>I can recap key skills</p> <p>I can take notes</p>	<p>Tell children we've received a letter from Tessa. Read the letter and explain that we are going to write an informative leaflet about the wonders of Earth, the dangers Earth faces and how we can heal it. We could call our leaflets 'Dear Earth' and put them on display.</p> <p><i>What subheadings shall we use? What have we learnt about that demonstrates why Earth is so special?</i> Ideas for subheadings might include Endangered Species, The Beauty of Earth, Problems and Solutions. Ask the children if they can phrase these subheadings as questions they can answer through their writing. <i>Where might we include the grammar skills we've learnt so far?</i></p>	<p>Letter from Tessa</p> <p>Planning template or individualised planning sheet</p>	<p>Shared writing: Support children to look back at their writing to find elements they may wish to include in their planning.</p> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> <p>Why is our Earth so special? Introduce the leaflet, asking readers to continue reading. Use noun phrases to describe the landscapes of earth.</p> </div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> <p>What are some endangered animals? Record facts about animals using noun phrases.</p> </div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> <p>What are some of the problems and solutions? Use conjunctions to outline and explain.</p> </div> <div style="border: 1px solid purple; padding: 5px;"> <p>Conclusion Get the audience's attention. Use different sentence types and conjunctions.</p> </div>	<p>Children share their planning with each other and check they haven't missed anything out.</p>





Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>11) To begin an informative leaflet using subheadings</p>	<p>I can use a range of sentence types</p> <p>I can include expanded noun phrases</p> <p>I can use questions marks and exclamation marks</p>	<p>Use the plan from the previous session to remind children that they will need a short introductory paragraph to share the topic of the leaflet. Model using a range of sentence types to capture the reader's interest.</p> <div data-bbox="495 400 992 523" style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p><i>Why is our Earth so special? Introduce the leaflet, asking readers to continue reading. Use noun phrases to describe the landscapes of earth.</i></p> </div> <p><i>Do you want to join the Explorer's Club? Would you like to see sandy deserts and humid rainforests? If the answer is yes, read on to find out about the problems Earth faces. Act now to protect the planet!</i></p>	<p>Planning template or individualised planning sheet</p>	<p>Shared writing: Look at the 'Why is our Earth so special?' section of the planning. Ask <i>What might we include in our writing to make Earth sound special?</i> Expanded noun phrases are good for making something sound special. Model using expanded noun phrases to describe the landscapes of Earth. Make the text available to the children to look at the landscapes again.</p> <p><u>Why is the earth so special?</u> <i>The earth is very special because it has many landscapes. Jungles have lush, thick rainforest canopies. You can see sleek, spotted leopards and hairy orangutans with long, strong arms...</i></p>	<p>Ask children to revise their choices of adjectives. <i>If you have two adjectives for one noun, how do they sound together? Have you used an adjective more than once?</i></p> <p>Also draw children's attention to the grammar they should have included. <i>Have you used a range of sentence types to grab the reader's attention? Have you used the correct punctuation?</i></p>
<p>12) To write factual statements to continue an informative leaflet</p>	<p>I can use a range of adjectives</p> <p>I can record factual statements</p> <p>I can write in the simple present tense</p> <p>I can use the correct tone for an informative leaflet</p>	<p>Remind children of the purpose of their leaflets – we need to tell everyone why Earth is so special and why we should protect it. Something which makes Earth so special is the incredible animals. We need to be zoologists to educate people on the endangered animals of Earth.</p> <p>Recap what children will need to include in their next paragraph about endangered animals. Look back at session 3 for ideas to include in this paragraph.</p> <div data-bbox="521 1177 1019 1278" style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p><i>What are some endangered animals? Record facts about animals using noun phrases.</i></p> </div>	<p>Planning template or individualised planning sheet</p>	<p>Shared writing: Model writing the next paragraph of the leaflet based on planning completed. Children should use the sorted animal facts they created previously. Children can expand their research on different endangered animals if they want to e.g. pandas. Remind children that we need to use an expert voice. Model revising a little of the writing with a focus on tone through adjective selection.</p> <p><u>What are some endangered species?</u> Eute <i>Carnivorous polar bears live in the Arctic and they are endangered.</i></p> <p><i>They have fuzzy dense, white fur that keeps them warm in the freezing North Pole. Underneath their coarse fur, their skin is actually black.</i></p> <p><i>These incredible animals can smell their prey from up to 32 km away. They are under threat because...</i></p>	<p>You may wish to encourage children to revise their writing with the purpose of informing in mind.</p> <p>Children can research further facts about the animals they have studied.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>13) To use a range of conjunctions to continue writing an informative leaflet</p>	<p>I can use a range of conjunctions</p> <p>I can use nouns with the suffix -ness</p> <p>I can use adverbs with -ly</p> <p>Ext: I can use a comma</p>	<p>Ask children to look at the 'What are some of the problems?' section of their planning.</p> <div data-bbox="521 320 1016 437" style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">What are some of the problems and solutions? Use conjunctions to outline and explain.</p> </div> <p>Model taking one of the problems that children have recorded in their planning and using conjunctions to extend the thought.</p> <p><i>The world is heating up because... If sea levels continue to rise...</i></p> <p>Encourage children to consider the solutions from the text but also to add their own ideas.</p>	<p>Planning template or individualised planning sheet</p>	<p>Shared writing: Model composing some of the next two paragraphs. Draw attention to the inclusion of conjunctions, adverbs ending in -ly and nouns using a -ness suffix. You may wish to use a little of the model below to supply sentence starters or orally rehearse with children.</p> <p><u>What are some of the problems?</u> <i>Sadly, there are many problems facing our earth. The world is heating up because... If the ice sheets melt, then polar bears and other animals will shockingly lose their homes. The earth is in trouble, but... We can still show kindness and thoughtfulness to our delicate planet.</i></p> <p><u>What are some of the solutions?</u> <i>People are hurting the earth, but people can also heal the earth. Growing flowers is important because...</i></p>	<p>Children edit and celebrate their writing so far.</p> <p><i>Did they use a comma in some sentences?</i></p> <p><i>When you go to the beach, make sure you tidy up and pick up litter.</i></p>
<p>14) To write a conclusion to an informative leaflet</p>	<p>I can edit and revise my writing</p> <p>I can include different sentence types</p> <p>I can create a compelling conclusion</p>	<p>Ask children to read through their leaflets so far. Consider what the cohort needs to focus on for editing, model editing and revising writing by checking for errors and improving sentence structure or word choices.</p> <p>Explain that they are going to write a conclusion to their leaflets. <i>What would you want your readers to think at the end? What do you want your readers to do now?</i></p> <div data-bbox="521 1187 1016 1283" style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Conclusion Get the audience's attention. Use different sentence types and conjunctions.</p> </div>	<p>Planning template or individualised planning sheet</p>	<p>Shared writing: Model writing the conclusion to the leaflet. This will mirror the introduction and use a range of sentence types.</p> <p><u>Conclusion</u> <i>Have you learned anything new? Do you want to learn more? Read these websites for more information. Make sure that you spread the word and check to see if your school is protecting the environment.</i></p>	<p>Children read over their leaflets and edit for cohesion. <i>Were children able to consistently write in present tense? Did they use a range of conjunctions?</i></p> <p>Children could publish their leaflets. You might encourage them to design a logo linked to conservation to make them seem official.</p> <p>These could be placed in the foyer of the school.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>15) To write an aspirational letter</p>	<p>I can use noun phrases</p> <p>I can use a range of verbs</p> <p>Ext: I can use contractions</p>	<p>Scribe the word aspiration and explain its meaning to children. <i>What were some of Tessa's aspirations?</i> Read back over the 'What can you do?' page and tell the children that we will write to Earth as the book suggests.</p> <p><i>What are your aspirations?</i> Review some that were pinned on the world map in the first session 1. On thought bubbles, children can draw pictures about what they'd want to see around the world and what they might want to do. Reminding them of the previous work on verbs and indicating the verb grammar splat on the working wall from previously in the sequence, children should add the verbs they would do. They can also record what they would like to do to save the planet from destruction.</p> <p>Show children uncontracted versions of words e.g. <i>you are, I am, I would, we have</i>. Ask children to write them on strips then fold them to create contractions. <i>Can you add an apostrophe where a letter or letters are missing?</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p>Letter paper</p> <p>Strips of paper for create contractions</p>	<p>Once children have drawn pictures and made notes about what they'd want to see around the world, they can start to write their own letter, sticking closely to the structure of Tessa's letter. This could be an opportunity for instant publishing, children writing on letter paper and placing their letters in an envelope. Model including contractions in the letter.</p> <p>Shared writing: <i>Dear Earth, We know a lot about you and you're wonderful! One day, I'm going to be an explorer. I want to travel to London and go to the theatre. I'd cycle all around the busy, beautiful city and take a noisy, red bus.</i></p> <p><i>I'd love to explore hot countries. I'd travel to China and sit with the fuzzy, sleepy pandas. My heart would sing as loudly as a choir.</i></p> <p><i>I'd fly over huge, snowy mountains with peaks like knives, poking up through the clouds.</i></p> <p><i>When I grow, I'd write books of my own...</i></p>	<p>Children present their letters to the class and discuss their dreams and aspirations.</p>



Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)

If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.

Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 1</p> <p>Y1) To discuss dreams and wishes about the future</p> <p>Y3) To discuss dreams and wishes about the future using conjunctions when and while</p>	<p>Once children have found the explorer's rucksack, show different landscapes from around the world (desert, jungle, arctic landscape, underwater and mountain peaks). <i>What can you see in the pictures?</i> Provide nouns on cards, or scribe onto post-it notes for children to label things they can see in the images.</p> <p><i>Which would you like to travel to? Why?</i> Children can respond orally with the sentence frame I want to...</p> <p>I want to climb a mountain. I want to swim in a warm ocean. I want to play with a monkey and pick fruit from the trees.</p> <p>Children could use this sentence structure to create flags as in the main Writing Root.</p>	<p>Follow main session, then extend children's writing by asking a range of further questions, such as: <i>what would you need to take with you? Who would you want to go with?</i> Encourage children to use a wider range of conjunctions to give reasons and express time.</p> <p>When I am older, I'd love to travel to India. I'd rent a car and drive around the whole country. While I'm there, I'd want to spend time with my family and work as a teacher. I'd love to teach in a school up in the mountains. Each evening, I'd walk through the food markets and try all the different kinds of snacks.</p>
<p>Session 2</p> <p>Y1) To use command sentences to write a set of instructions</p> <p>Y3) To use conjunctions to write a set of instructions</p>	<p>As in the Writing Root session, give children the following imperative verbs: eat, learn, climb, look after, make, walk, hike, swim, write...</p> <p>Ask <i>What do you think explorers have to do?</i> Model writing some command sentences. Then show children how they might combine them using 'and'.</p> <p>Eat new food and climb mountains. Learn a language and look after animals. Write letters to family and make new friends.</p>	<p>As outlined in the plenary of this session, encourage children to start their sentence with the subordinate clause, using the conjunction 'if'.</p> <p>To extend children further, give them the following sentence stems (using a wide range of conjunctions) and see if they can add in the main clause.</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="background-color: #c8e6c9; padding: 5px; border-radius: 5px; text-align: center;">When you go to a new country,</div> <div style="background-color: #c8e6c9; padding: 5px; border-radius: 5px; text-align: center;">After you arrive in a new country,</div> <div style="background-color: #c8e6c9; padding: 5px; border-radius: 5px; text-align: center;">Before you travel,</div> <div style="background-color: #c8e6c9; padding: 5px; border-radius: 5px; text-align: center;">Because the weather can be extreme,</div> </div>
<p>Session 3</p> <p>Y1) To write statements about a subject</p> <p>Y3) To use an apostrophe to show possession (plural nouns)</p>	<p>Children should follow the main Writing Root but may need support to focus on reading and sorting the information about one animal.</p> <p>When they write their sentences they can focus on describing the animal's appearance.</p> <p>Turtles have hard shells and four flippers. They have patterns on their shells.</p>	<p>In their writing, children should be encouraged to use an apostrophe to show possession for plural nouns.</p> <p>Polar bears' paws are very large which helps them walk across ice and snow. Polar bears' ears are fairly small to stop them from getting too cold but their hearing is actually very sensitive.</p>




Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions																	
<p>Session 4</p> <p>Y1) To use adjectives to describe</p> <p>Y3) To use prepositions to create expanded noun phrases</p>	<p>Give children copies of the pages from Tessa's imagined travels. <i>What different animals can you see?</i> Provide the following word bank and see if children can sort the adjectives into size, colour and texture categories. You may wish for them to add them to the zone of relevance. <i>Can you add any more adjectives? Can you add any adjectives that describe pattern?</i> E.g. spotty, striped...</p> <table border="1" data-bbox="524 424 1263 612"> <tr> <td>yellow</td> <td>green</td> <td>brown</td> <td>colourful</td> </tr> <tr> <td>feathery</td> <td>slimy</td> <td>furry</td> <td>smooth</td> </tr> <tr> <td>huge</td> <td>gigantic</td> <td>teeny-weeny</td> <td>long</td> </tr> </table>	yellow	green	brown	colourful	feathery	slimy	furry	smooth	huge	gigantic	teeny-weeny	long	<p>Children use their zones of relevance to create noun phrases. They can also use prepositions, display the following:</p> <table border="1" data-bbox="1346 312 2114 368"> <tr> <td>above</td> <td>below</td> <td>under</td> <td>on</td> <td>next to</td> </tr> </table> <p>Play a game of 'prepositional eye spy'. Look at the jungle picture and see if children can guess which animal you are describing positionally e.g. <i>I spy with my little eye something that is on the branch, under the monkeys... what am I spying?</i></p> <p>Children go on to write their expanded noun phrases.</p> <p><i>a bright, spotted leopard with a long, dangling tail</i> <i>a bright, spotted leopard on a thick branch</i> <i>swinging monkeys in the lush canopy</i></p>	above	below	under	on	next to
yellow	green	brown	colourful																
feathery	slimy	furry	smooth																
huge	gigantic	teeny-weeny	long																
above	below	under	on	next to															
<p>Session 5</p> <p>Y1) To use adjectives to write a poem</p> <p>Y3) To use similes to write a poem</p>	<p>As in the main Writing Root, children create a poem. Supply them with the verbs to begin their second lines e.g.</p> <table border="1" data-bbox="504 719 1240 839"> <tr> <td>swim</td> <td>fly</td> <td>run</td> <td>explore</td> </tr> <tr> <td>dive</td> <td>stampede</td> <td>skip</td> <td>splash</td> </tr> </table> <p>Children should then be encouraged to write their own poems using the expanded noun phrases from the previous session. It may be useful for children to be provided with copies of the repeated refrain that they can stick into their work. They may wish to select single adjectives e.g.</p> <p><i>If I was an explorer, I'd...</i> <i>Swim with the sparkling fish and fly with proud eagles</i></p> <p>Children could extend their writing by using <i>and</i> to join two ideas.</p>	swim	fly	run	explore	dive	stampede	skip	splash	<p>Give children support in writing different similes for their poem. Perhaps give children some simile stems to scaffold, such as:</p> <table border="1" data-bbox="1346 727 2114 831"> <tr> <td>fly as high as a</td> <td>be as brave/bold/strong as a</td> </tr> <tr> <td>my mind would whizz like a</td> <td>my heart would beat like a</td> </tr> </table> <p><i>If I was an explorer, I'd...</i> <i>Swim with the swirling fish, sparkling like distant stars.</i></p> <p><i>If I was an explorer, I'd...</i> <i>Stampede with the zebras, hearing their hooves as loud as thunder.</i></p>	fly as high as a	be as brave/bold/strong as a	my mind would whizz like a	my heart would beat like a					
swim	fly	run	explore																
dive	stampede	skip	splash																
fly as high as a	be as brave/bold/strong as a																		
my mind would whizz like a	my heart would beat like a																		
<p>Session 6</p> <p>Y1) To use past tense verbs to write a travel log</p> <p>Y3) To use a range of adverbials to write a travel log/vlog</p>	<p>Refer children to the verb grammar splat completed previously in the sequence on the working wall.</p> <p>Give children the past tense form of these verbs and see if they can match them. Children write a short recount/travel log in role as Tessa. Perhaps children can use some adverbials of time to sequence. Use the pictures to help sequence.</p> <p><i>First, I swam in the sea and I blew bubbles.</i> <i>After, I ran with zebras and rhinos.</i></p>	<p>Children will write up their travel vlog/log, focusing on using a range of adverbials of time and manner to sequence. Elicit how we might have felt doing these different activities and create adverbs with -ly e.g. <i>excitedly, curiously, happily</i>. Use a sentence strip to write a simple past tense sentence in the style of a travel vlog, model using post-its to add adverbials of time and manner. Children could also use these as fronted adverbials, they may need time to use sentence strips themselves, adding adverbials to past tense sentences or they may be ready to begin their vlogs.</p> <p><i>First, we travelled to the ocean and swam with spiralling, sparkling fish. Excitedly, we blew bubbles with whales. After that, we skipped happily through the meadows and kissed butterflies.</i></p>																	



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 7</p> <p>Y1) To use adjectives with the prefix un- to write emotive sentences</p> <p>Y3) To write emotive sentences using direct address</p>	<p>Show children how we can create un- adjectives e.g. <i>unkind, unhappy, untidy</i></p> <p>Supply children with sentence starters such as: <i>Humans hurting the world makes me feel...</i> <i>Leaving plastic on the ground is...</i></p> <p>Ask them to use their un- adjectives to complete the sentences. They can add them to thought bubbles as per the main Writing Root.</p>	<p>Draw attention to the use of second person direct address as a way to persuade a reader. Ask children to compare the effect of the following sentences:</p> <p><i>Do you feel gloominess at the thought of Earth being hurt?</i> <i>I feel gloominess at the thought of Earth being hurt.</i></p> <p>Using a mixture of first and second person can be effective for persuasive writing. Encourage children to use a mixture of second person and first person for effect in writing thought bubbles using abstract nouns as per the main Writing Root.</p>
<p>Session 8</p> <p>Y1&Y3) To take notes and record factual statements</p>	<p>We recommend that children work in mixed age groups to follow the main Writing Root.</p>	
<p>Session 9</p> <p>Y1) To use a conjunction to extend command sentences</p> <p>Y3) To use modal verbs to write a speech</p>	<p>Remind children of the problems and solutions facts they worked on in the previous session. Children can join some of their sentences together with the conjunction <i>and</i>. Some children may be able to use <i>because</i> to give a reason.</p> <p><i>Use less plastic and recycle your rubbish.</i> <i>Grow more flowers and plant more trees.</i> <i>Pick up litter from the beach because we need to keep them clean.</i></p> <p>Children could deliver this as a short speech for the Explorers' Club.</p>	<p>As outlined in the session, children will write up a speech for the Explorer's Club. Could children be challenged by using some modal verbs when writing their solutions.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">must</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">should</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">will</div> <div style="background-color: #800040; color: white; padding: 5px 10px; border-radius: 5px;">can</div> </div> <p><i>Because we need to reduce the amount of cars on the road, we must walk to school.</i> <i>Since there are more dirty fumes and gases in the air, the earth will heat up unless we act now!</i></p>
<p>Session 10</p> <p>Y1) To plan an informative leaflet</p> <p>Y3) To plan an informative leaflet including adverbs</p>	<p>Children plan their information leaflet about the environment. However, this could be adapted so children focus on answering three questions. Perhaps these questions could be:</p> <p><i>Why is earth special?</i> <i>What is an endangered animal?</i> <i>How can we heal the earth?</i></p> <p>Instead of using the suggested planning template, this could be planned as a class.</p>	<p>Children plan their information leaflets using the suggested planning format. Year 3 children should be encouraged to plan for and write a full introduction including a variety of sentence types and adverbs ending in -ly.</p> <p>Encourage children to look back through this sequence of lessons to remind themselves of skills and vocabulary learnt.</p>



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 11</p> <p>Y1) To use adjectives to write an informative leaflet</p> <p>Y3) To use adverbs to continue writing an informative leaflet</p>	<p>Children write a range of questions that the reader might want to know. Use the talk to the hand scaffold.</p>  <p><u>Why is the earth special? Do you know that some animals are endangered?</u> <u>What is your favourite animal? How can we save the earth? Do you love our earth? If the answer is yes, then take care of our wonderful Earth.</u></p> <p>For the next section, ask the children to include adjectives and their information from the rules for being an explorer.</p> <p><u>Why is the earth special?</u> The earth is wonderful. There are many beautiful animals. There are a lot of things to do. You can learn a new language. You can eat new food and climb snowy mountains.</p>	<p>Children write their introduction as outlined in session 10. Encourage them to use a wider range of adverbs including those ending in -ly to add emphasis.</p> <p><u>Introduction</u> Do you want to travel this beautiful earth? If the answer is yes, then please learn to look after it. Alarmingly, our earth is fragile, and it needs love and care urgently. Keep reading to find out about the problems and solutions for our earth.</p> <p>For the next section, ask the children to include adverbs and their information from the rules for being an explorer.</p> <p><u>Why is the earth special?</u> The earth is very special because there are many different landscapes around the world. Jungles have lush, thick rainforest canopies. You can see bright, spotted leopards and bright, hairy orangutans in the depths of the jungle. The earth has high, white mountains and eagles that soar high above them. You can swim in the ocean and blow bubbles with the whales.</p>
<p>Session 12</p> <p>Y1) To use adjectives to write an informative leaflet</p> <p>Y3) To use expanded noun phrases to continue writing an informative leaflet</p>	<p>For the next section of their fact file, children draw on their writing about endangered animals. They can be encouraged to use single adjectives.</p> <p><u>Which animals are endangered?</u> Some animals are endangered like polar bears, blue whales and turtles. Turtles have hard shells and four flippers. They have patterns on their shells. They are endangered because the sea levels are rising.</p>	<p>Children should draw on their writing about endangered animals. Including using possessive apostrophes for plural nouns.</p> <p><u>Which species are endangered?</u> Many species are endangered due to global warming and other problems that humans create. One endangered animal is the majestic polar bear.</p> <p>Polar bears' paws are very large which helps them walk across ice and snow. Polar bears' ears are fairly small to stop them from getting too cold but their hearing is actually very sensitive.</p>



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 13</p> <p>Y1) To use 'and' and 'because' to continue writing an informative leaflet</p> <p>Y3) To continue writing an informative leaflet</p>	<p>For the next section of their informative leaflet, children draw on their writing about the problems the earth faces and the solutions.</p> <p><u>How can we heal the earth?</u> Grow more flowers because they give bees food. Pick up litter from the beach because it keeps them clean. Use less plastic and recycle your rubbish.</p>	<p>For the next section of their informative leaflet, children draw on their writing about the problems the earth faces and the solutions. <i>Can you use -ly suffixes to add more emphasis? Can you include modal verbs to emphasise certain points?</i></p> <p><u>What are some of the problems?</u> There are many problems facing our earth. Shockingly, the world is heating up because there are more dirty fumes and gases in the air. If the ice sheets melt, then polar bears and other animals will sadly lose their homes. The earth is in trouble but it is not too late if we act urgently.</p> <p><u>What are some of the solutions?</u> People are hurting the earth but people can also heal the earth. Because we need to reduce the amount of cars on the road, we must walk to school.</p>
<p>Session 14</p> <p>Y1) To complete, edit and publish my work</p> <p>Y3) To complete, edit and publish my work</p>	<p>Children look back over their writing and check they have used capital letters and full stops in the correct places. Children publish their writing as a leaflet.</p>	<p>Children write their conclusions. Encourage children to use the conjunction 'if' to write a slogan for the Explorers' Club.</p> <p><u>Conclusion</u> Have you learned anything new? Do you want to learn more? Read these websites for more information. Make sure that you spread the word and check to see if your school is protecting the environment.</p> <p><i>If we act now, then there is still time.</i></p>
<p>Session 15</p> <p>Y1) To write an aspirational letter</p> <p>Y3) To write an aspirational letter</p>	<p>As outlined in the session, children use Tessa's letter to write a letter to the earth about what they'd like to do when they are older. Draw on their learning from session 5.</p> <p>Dear Earth, When I grow up, I will eat my dinner at a fancy restaurant. I will walk through the desert and ride a white horse. I will drive a big truck around the world. When I grow up, I will be brave and bold.</p>	<p>As outlined in the session, children use Tessa's letter to write a letter to the earth about what they'd like to do when they are older. Encourage children to use wider range of adverbials of time and manner. Draw on their learning from session 6.</p> <p>Dear Earth, We know a lot about you and you are wonderful! One day, when I am an adult, I'm going to be an explorer. I want to travel to London and go to the theatre. I'd cycle all around London and take a red bus excitedly around Trafalgar Square. I'd love to explore hot countries. Eagerly, I'd travel to China and sit with the pandas. My heart would sing as loudly as a choir. When I grow up, I'd write books of my own...</p>



Glossary

Working Wall – This is an ongoing display inside the classroom, where the process of writing is demonstrated. Written examples and visuals are added as they are taught, and these are consistently referenced by teachers (during the modelling process) and children (during the writing process). The working wall often reflects the different parts of the planning process.

Talk to the Hand – Children use the 6 main question stems (who, what, when, where, why and which) to ask questions about a story, setting or character. Alternatively, they use the question stems does, is, could, would, should and how. These can be used to ask predictive questions about a text.

Zone of Relevance – This is a strategy for activating vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

Book Talk – 'Book-talk' is about the ability to talk about books. Children develop the confidence to offer their ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepen their understanding, shift their ideas, think together as a group and move comprehension forwards.

Grammar Splat – Children use the text to identify words within a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices. This can be displayed on the working wall.

Independent Writing – Children write independently following the teacher input. Before writing, children are reminded of the specific writing focus and given models of quality examples, including those developed in class. The working wall can provide prompts for writing and be used to display examples of children's work. Some children may still require support during independent writing.

Teacher-in-Role – The teacher takes on the role of a character from the text. Children ask the character questions, and the teacher responds in role. This technique can be used to explore the thoughts, motivations and responses of a character and can be the starting point for children writing in role.

Writing-in-Role – Whilst in role, the teacher models writing as a character from the story, using the first person and in the character's 'voice'. They can include the character's thoughts and feelings and ask questions about events that have happened.

Editing and Improving – This is an important part of the writing process where children develop their checking and revising skills. Teachers can show examples to the whole class so that children can talk about their writing, e.g. using a visualiser. The process of editing can be modelled 'live' in front of children, focusing on a specific objective, for example fronted adverbials, accuracy of punctuation, tense etc and changes made to improve the quality and consistency of the writing. Children can mark any changes in a different colour to highlight where they have made improvements to their own writing.

Publishing – At the end of the writing process, and after editing, children have the opportunity to create a final version of their work for display. Decisions can be made with children about the best ways to publish their writing, for example as a leaflet, a newspaper article (in columns, with headline and images), as a book or class book etc. Published work can also be performed for an audience or recorded. Appropriate materials should be provided, e.g. coloured pens, paper, card, props or recording equipment.

Instant Publishing – This happens within the writing process and provides immediate context for children's writing 'in the moment'. For example, an urgent email or a letter; a diary entry about an event that has happened; a short news report about a dramatic happening, or a missing poster to find someone or something quickly. Appropriate materials should be provided to make children's writing feel authentic, e.g. airmail paper, poster paper and pens, postcards etc. Writing can be displayed or stuck straight into children's books.



Glossary

Shared writing (may refer to):

Modelled Writing – The teacher demonstrates the writing process by explaining and talking aloud as they write, focusing on including new and difficult aspects of writing; transforming the plan into writing; rehearsing, evaluating and rereading; and referring to checklists, scaffolds and models.

Teacher as Scribe – Children offer their suggestions to the teacher who takes on the role as editor and scribe. The focus remains clearly on the objective and children should be encouraged to rehearse sentences and reconsider weak suggestions before offering them to the class. The teacher should maintain a lively pace and interactive teaching style throughout.

Supported Writing – Children practise trying out words, sentences or paragraphs on whiteboards. This could be during whole class or group work and a range of strategies such as writing partners, working from a model text, using writing frames, paragraph pointers or sentence prompts can be used.



Grammar splats

Verb

A verb is a word that expresses an action, a happening, a process or a state.

Some people think of it as a 'doing' or 'being' word.

In the sentence, '*Mark is tired and wants to go to bed*', '*is*', '*wants*' and '*go*' are verbs.



Animal facts



polar bear



carnivores that eat seals, walruses, birds, fish and other animals

live in the arctic on sea ice, spend a lot of time in the water

can smell their prey from up to 32km away

beneath thick white fur, their skin is black

sea ice is shrinking because of global warming



blue whale



they have been hunted and are sometimes hit by boats

eat up to 40 million krill each day

live in all the world's oceans and migrate between warmer waters in winter and cooler waters in summer

the largest animals on Earth, they are longer than three buses

can hold their breath for up to 90 minutes



Animal facts



rhino

love rolling in mud to keep cool and stop insects biting them

herbivores that eat leaves, branches, fruit and grasses

live in parts of Africa and Asia

threatened by poaching and humans taking their habitat

one or two horns and thick, grey skin



sea turtle

hard shell and four flippers

lay their eggs on beaches, when sea levels rise there isn't as much space for them

different species eat different things including jellyfish, crabs, seaweed and shrimp

they sometimes sleep on the seabed and can hold their breath for hours

plastic is dangerous for them as they can mistake it for food



Animal facts



elephant

use their trunks to drink water and as snorkels when they swim

they have been hunted for their tusks

the world's largest land animal

herbivores that eat grasses, leaves, fruits and roots

they bathe in mud and dust to keep clean and protect themselves from sunburn



Grammar splats

Adjective

An adjective is a word that describes a noun (somebody or something).

Old, blue, busy, careful and horrible are all adjectives.

Adjectives either come before a noun, or after verbs.



Grammar splats

Noun

A noun is a word that refers to somebody or something.

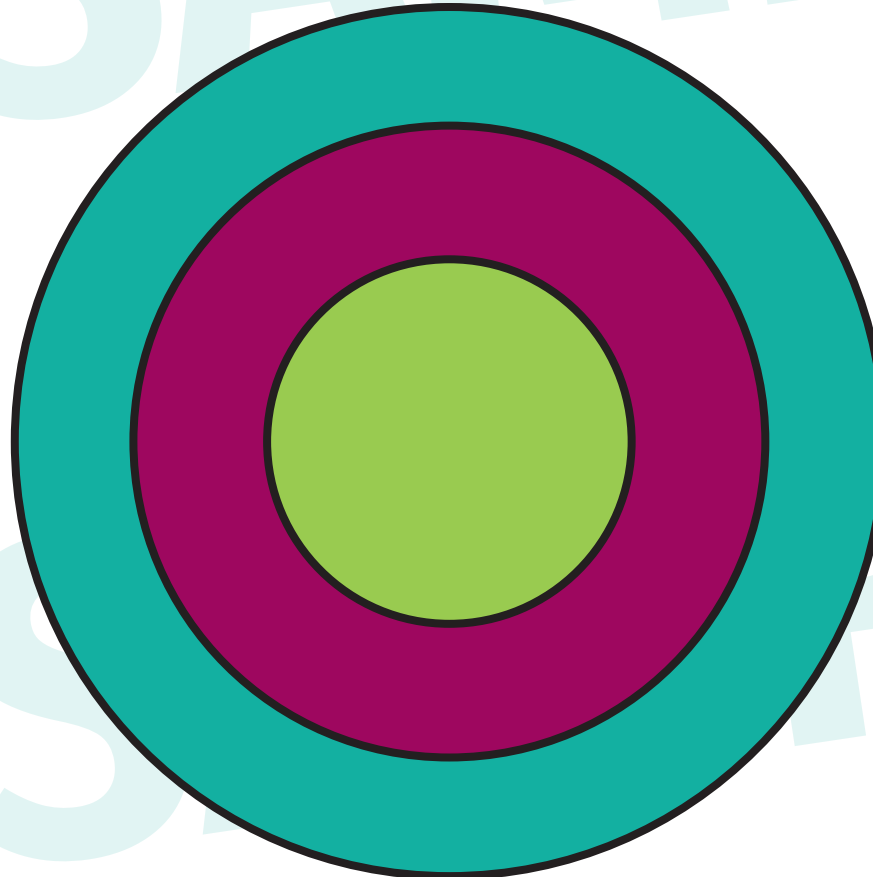
Names of people and places are called Proper Nouns

In the sentence *'My older sister won some money in a competition'*, *'sister'*, *'money'* and *'competition'* are nouns.



Zone of relevance

thundering	wonderful	deep	swirling
prickly	screeching	gigantic	lush
bright	high	snowy	sparkling
sandy	powerful	busy	sparse
frozen	humid	refreshing	colourful



Suffix fixers

glide ed

explore ed

stampede ed

skip ed

kiss ed

splash ed

float ed

watch ed

dip ed

roar ed



Add an ending

The world is heating up because

If the ice sheets melt

When you visit the beach

People are hurting the earth but

The earth is in trouble but

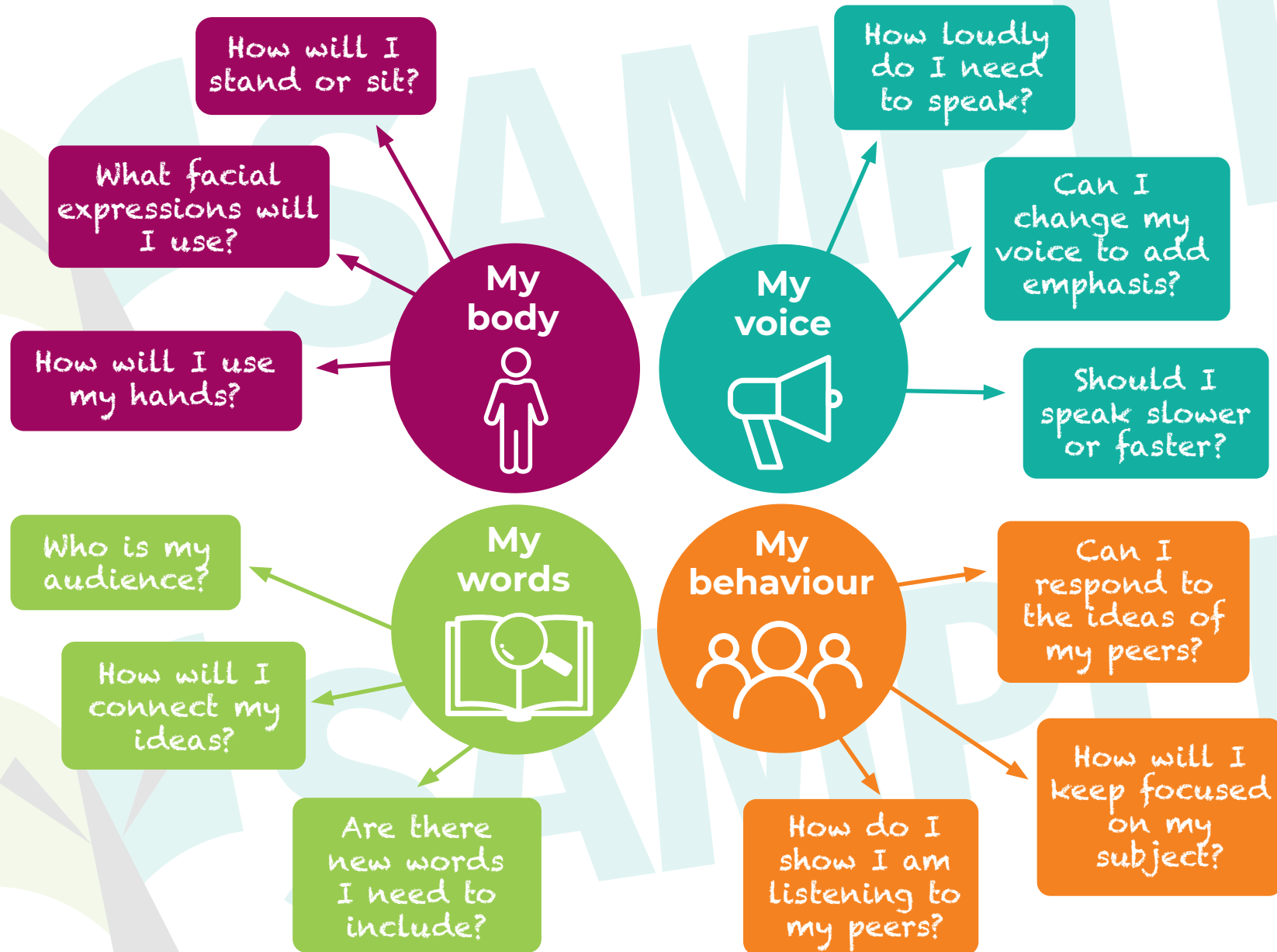
Growing flowers is important because

There is so much plastic in the ocean that

So many harmful gases are in the air that



Super speaking prompts



Letter from Tessa

Dear Year 2s,

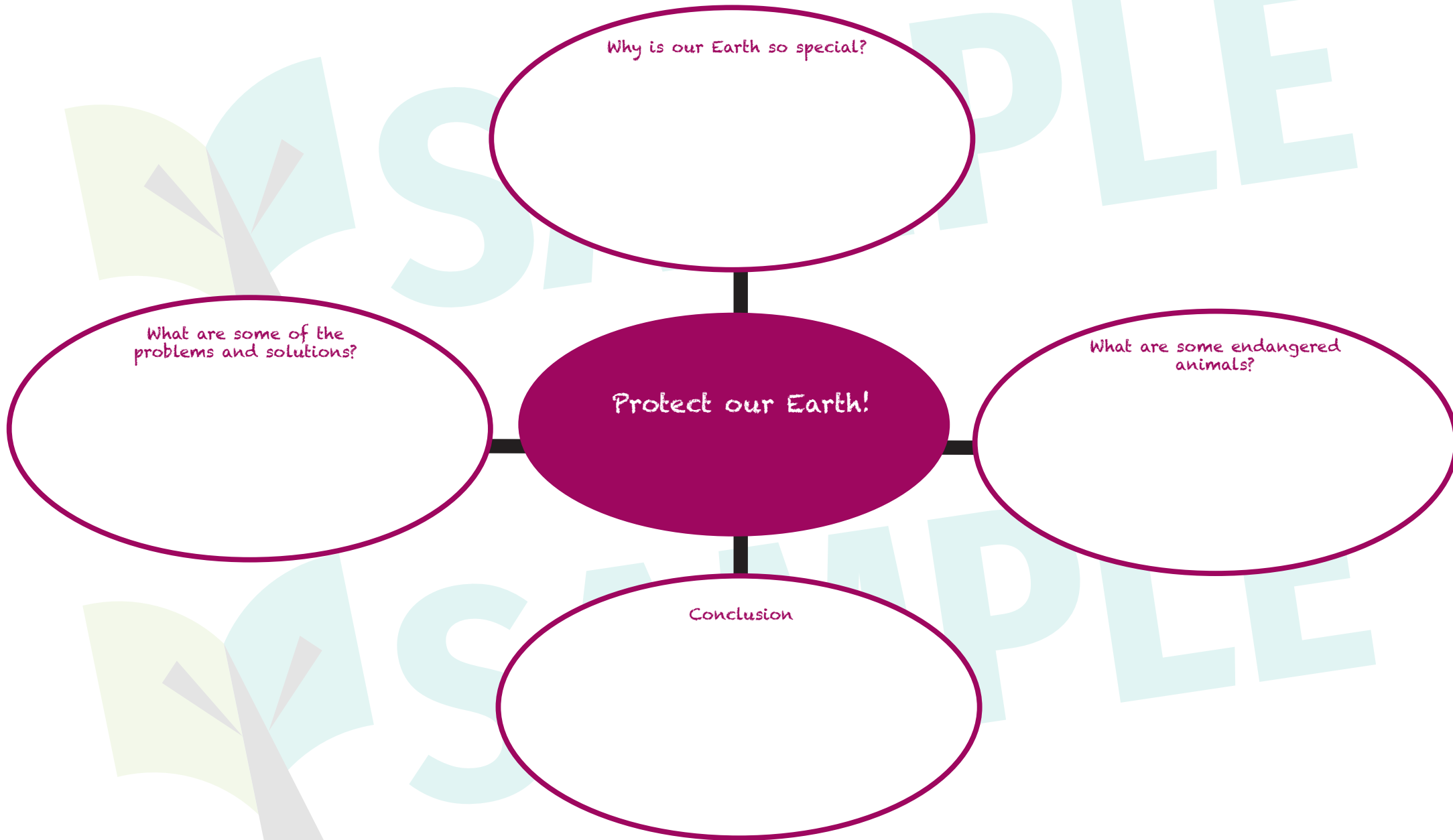
I heard you have been dreaming about being explorers and protecting the earth. I want to see and travel all over the world but I am really worried that the world is hurting. What can we do to protect our precious planet?

Can you create a leaflet that will inform people about the problems the earth faces and what they can do to help?

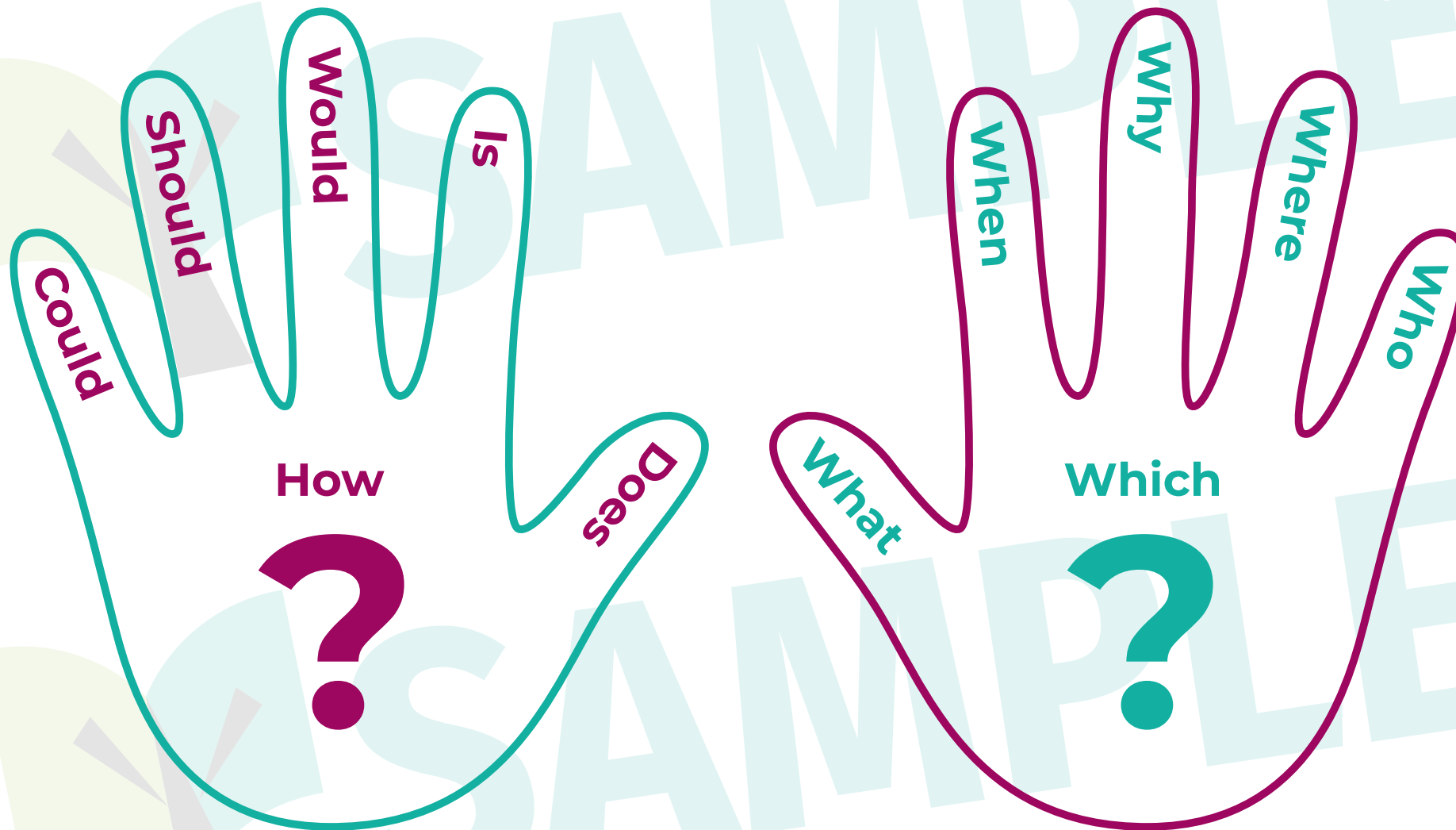
Yours, Tessa



Leaflet planning template



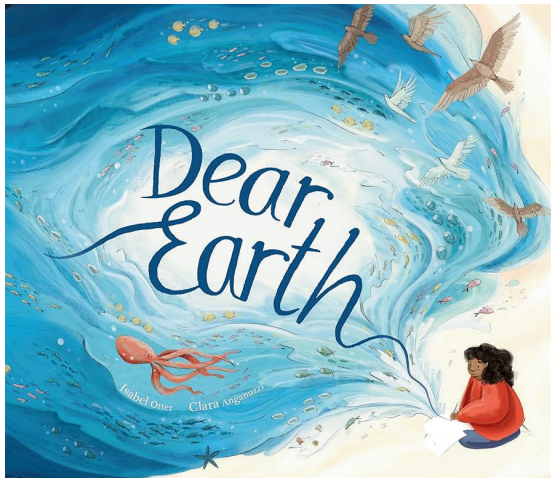
Talk to the hand





Literacy Tree

SO YOU'VE FINISHED THE WRITING ROOT FOR:



DOWNLOAD THE LITERACY TREE APP AND UPLOAD YOUR WORK SAMPLES

WHY NOT **GO ALL IN** WITH THESE RECOMMENDED READS...

PLEASE BE MINDFUL OF THE ENVIRONMENT WHEN PRINTING 

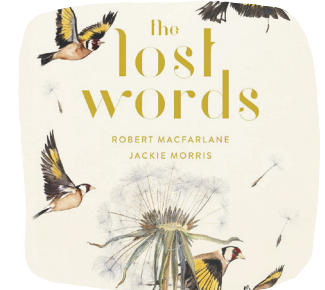
RECOMMENDED READS



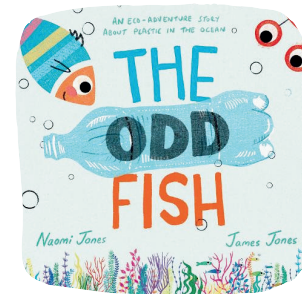
ENVIRONMENT



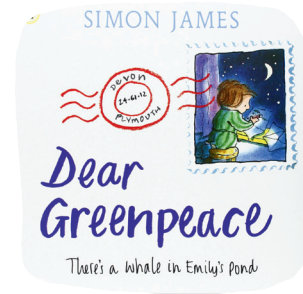
CLIMATE ACTIVISM



CONNECT WITH NATURE



ECO ADVENTURE



LETTERS



CONSERVATIONISM

AVAILABLE TO ORDER FROM OUR PARTNER  **Peters**

PETERS.CO.UK/LITERACYTREE

