

UNIT: Information text (a poster about a tourist attraction)

MODEL TEXT: i360 poster (attached)

Y1 grammar in this unit:

I can make up sentences.

I can join my ideas using 'and'.

Y1 terminology: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark

Y2 grammar in this unit:

I can use commas for lists.

I can use questions, statements, exclamations and commands.

I can use expanded noun phrases to describe and specify [for example, the dazzling fireworks].

I can add a chunk (clause) using 'and' (coordination)

Y2 terminology: noun, noun phrase, statement, exclamation, command, adjective, verb, comma

Y1/Y2 composition objectives:

I can write an information poster.

I can plan or say out loud what I am going to write about.

I can use new words (vocabulary).

I can write my ideas in sentences.

I can make improvements and changes with the teacher or with my friends.

I can re-read to check that my writing makes sense.

I can proof-read to check my spelling and punctuation [Are the ends of my sentences punctuated correctly?]

I can read aloud what I have written clearly and with expression.

Reading skills:

I can spot meaning breakdown. I can repair a meaning breakdown.

Great websites:

<https://britishairwaysi360.com/>

https://en.wikipedia.org/wiki/British_Airways_i360

<https://www.visitbrighton.com/things-to-do/british-airways-i360-p1102451>

Britishairwaysi360.com/schools

Use this box to write your own notes about specific groups/individuals within your class:

Activities you may want to include during **phase 1**:

- 'Hook' to get the class excited and set them up for the cold task.
- **COLD TASK** – an assessment tool to see what the children already know. This can be used to generate targets and guide teaching over the following weeks. Children can refer back to this after their hot task and reflect on their own progress.
- Learn the model text really well (over-learn it!) – any time of day – not just during literacy sessions; Embellish – 'talk-the-text' and ad-lib improvements as you do along;
- Drama (more than just hot seating!);
- Reading - before rushing into the technical/grammatical skills within the text, take time to explore the impact of the text has on the reader. Did you enjoy it? How does it make you feel? Spend time exploring (tricky) vocabulary and develop comprehension/inference skills. Play daily games exploring language patterns from the text. COMPARE – look at other texts in the same genre ("Which one is best and why?").
- Reading as a writer: create tool kits as the unit progresses (also known as success criteria) so that the children know which features they may include in their own work.
- **Green shows evidence you could include in children's books/writing folders**

Ses sion	LO/Success Criteria	Daily sentence/word game (fun, playful)	Direct teaching	Independent activities	Guided activities	Plenary
1	I can show the teacher what I already know about information writing	<p>Playful warm up shared writing Show the children some part finished sentences about theme park rides (attached: theme park warm up). Orally, can children complete the sentences?</p> <p>Share write one or two of the children's sentences and hang on the washing line/working wall</p>	<p>Hook the class – excite them so that they are looking forward to their 'cold task'. 'Switch on' background knowledge: what do you already know about rides and theme parks? Imagine you were in charge of your own theme park near our school! Introduce the cold task planning sheet and explain the task (lesson 1 resources). Children have to write sentence about their theme park. Try describing the rides or telling people what they can do. Children may like time to write any useful words they may wish to use – create a class word bank.</p> <p>For SEN/low attainers useful words or even partly completed sentences could be added to the sheet for them.</p> <p>High attainers could be asked to write two or three sentences for each image. They could try and use simple conjunctions.</p> <p>Extended writing time for cold task</p> <p>The unaided cold task is an assessment tool for the teacher to guide what needs to be taught during the rest of the unit. Set writing targets</p>			<p>Look at some images of the i360. What do you think this is? When do you think it was built? Have you seen it? Have you been on it?</p>

2	<p>I can spot meaning breakdowns</p> <p>I can repair meaning breakdowns</p> <p>(understanding the text, effect on the reader – comprehension and inference activities)</p>	<p>Extended time getting to know the model text today and to explore tricky new words. Choose from these activities – this could be more than one session if you would like to have a real focus on comprehension.</p> <ol style="list-style-type: none"> 1. Can we read the model text (i360 information poster)? Let's try it together. 2. After one full read through... 'I've broken down!' I don't know what 'designed' means. Has anyone noticed any other words that are tricky to understand? (e.g. 'tourist attraction', 'replica toll both', 'beachside'). For any 'breakdown words' the children identify, ask them to think about each word with a talk partner and repair the 'meaning breakdown' <ul style="list-style-type: none"> • I wonder if... • What do you know about it? • Do you know any similar words? • Can you make a picture in your head? • Can you use anything you know about the i360 to help you? Take time to establish a common meaning for all new vocabulary. Write the definitions to new words in the spaces on your picture of the Chain Pier (attached). 3. As a class, look closely at the 'Go shopping!' paragraph. Can anyone say a sentence from this paragraph without looking at the model? Where do you think the shop is? Look online at images of the i360/Google Earth and try and find the shop. https://earth.google.com/web/@50.82047133,-0.15078755,-0.23308701a,723.02331146d,35y,165.57449095h,45.00054072t,0r/data=ChQaEgoKL20vMDI2MHJfNhgBIAEoAq 4. As a class, look closely at the 'Have fun!' paragraph. Can anyone say a sentence from this paragraph without looking at the model? What are tourists? What types of activities can tourists do? 5. As a class, look closely at the 'Special Event!' paragraph. Have you ever been to a special event? Have you very seen fireworks? What could a stilt walker be? 6. In your books, write the definitions to new words that you have learnt today. Can you reuse each word in a sentence of your own? You could use the 'notice it, define it, reuse it' strips in lesson 2 resources. 7. As a class or individually, change the model text into a 'text map' (replacing the words from the text with symbols and pictures) 	<p>Add tricky words and class definitions to the washing line</p>
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3	<p>I can speak aloud clearly and with expression</p> <p>I can use new words (vocabulary)</p>	<p>Tricky words warm up: Display tricky words from the text eg:</p> <ul style="list-style-type: none"> • designed • popular • tourist attraction • beachside • glide • event • gently • replica • local • glass viewing pod • views • toll booth • stilt walkers <p>Share strategies for reading them and remembering their meaning</p>	<p>Drama: “i360 tour guides!”</p> <p>What is a tourist? What is a tourist attraction? What is a tour guide? Have you ever been on a guided tour one or seen one happening?</p> <p>Make sure children understand what a tour guide does!</p> <p>Teacher to model beginning a tour of the i360 using the model text to explain the history of the i360. ‘Over-the-top’ expression to get the tourists interested in the i360!</p> <p>In mixed pairs, give children the copies of the model text. You are tour guides working for British Airways i360! It is your job to guide a group of tourists around the i360 and up the tower.</p> <p>You could:</p> <ul style="list-style-type: none"> • Tell the tourists about the history of the pier. • Take them on a trip up the tower and point out what they can see. • Show them around the shop and encourage them to buy things! • Tell them about the other things they can see and do (eat and drink!). • Try and persuade them to buy tickets to the special event. 	<p>This is just another way of encouraging children to get familiar the model text and use new vocabulary. There is no writing necessary today – unless you would like children to write a simple script for a tour guide.</p> <p>Part one Give each pair time to think about what they will say. Encourage them to use the model text to help them.</p> <p>How many of these words can you include in your tour?</p> <ul style="list-style-type: none"> • designed • popular • tourist attraction • glide • beachside • event • gently • replica • local 	<p>Part two Give a guided tour.</p> <p>Now put each pair with another pair (four children in total).</p> <p>Pair A must take pair B on an imaginary guided tour of the i360 – (this could be in the classroom/field/play ground)</p> <p>Then the pairs swap and pair B take pair A on a guided tour.</p>	<p>Can you use any of these words in a ‘tour guide’ sentence?</p> <ul style="list-style-type: none"> • designed • popular • tourist attraction • glide • beachside • event • gently • replica • local <p>Example: Please take time to look at our wonderful selection of gifts made by local artists.</p>
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4	<p>I can ask questions about a non-fiction text</p> <p>(understanding the text, effect on the reader – comprehension and inference activities)</p>	<p>Read through the text again or use a class generated a text map to learn the text</p> <p>Playful warm up activity: What is a question? What is a statement?</p> <p>Use the questions and statements activity (attached). Show images linked to the i360. Ask children to generate a question and statement for each image. Each slide is followed with examples that may be suggested.</p> <p>Shared writing Teacher to scribe one child's question and one child's statement and add them to the washing line.</p>	<p>Create a multiple choice quiz!</p> <p>What is a quiz? Does the person asking the questions (the 'quiz-master'!) need to know the answers?</p> <p>Shared writing (teacher writes a multiple choice question – you could model this on the blank quiz attached):</p> <p>Look again at the model text. "I am going to write a multiple choice question. I am going to use the model text to help me think of a question. Aha! It says here 'The i360 was designed by David Marks and Julia Barfield'. What does 'design' mean? Is that sentence a question or a statement? Could anyone help me change it into a question? Okay – I'm going to write 'Who designed the i360?'</p> <p>Now I need to write some answers. Does one of them have to be the correct answer?</p> <p>I'll write the correct answer as B. I'll make up two answers that sound similar for A and C." evidence of reading comprehension activities</p>	<p>Most of the class: Create a multiple choice quiz using the i360 model text. They could use the blank multiple choice quiz (attached).</p> <p>Too tricky? If starting a multiple choice quiz from scratch is a bit tricky, give children a part completed quiz (attached) and they can write the true answer and two false answers.</p>	<p>SEN/low attainers change isolated statements in the text into questions (attached).</p> <p>High attainers Access literature about a further tourist attraction in Brighton. Write further multiple choice questions of their own.</p>	<p>Allow children time to swap books and try each other's quizzes.</p>
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5	<p>I can spell the j sound</p> <p>Spelling/handwriting</p>	<p>Read through the text again/Talk the text – working from the class map</p> <p>Talk the text – in pairs – one sentence each</p> <p>Warm up look say cover write check activity (attached)</p>	<p>Go through some useful tips for picking between j and g.</p> <p>-dge AFTER any short vowel (<u>cat</u>) bridge, badge, sludge, sledge</p> <p>-ge AFTER any sound that isn't a short vowel sound large, cage, rage, change</p> <p>g- BEFORE an 'e', 'i' or 'y' gem, gym, gist</p> <p>j- BEFORE an 'a', 'o' or 'u' jam, jog, jug</p>	<p>Try the two spelling activities (attached) linked with the i360 – sorting words into groups and completing sentences.</p>	<p>SEN/low attainers – work on relevant phonics work instead.</p> <p>High attainers: learn to spell some tricky words with the dge/ge pattern:</p> <p>knowledge cartridge porridge hodgepodge acknowledge stoppage exchange package advantage</p>	<p>Add spelling and word skills to washing line</p>
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<p>During phase two we will be focusing making changes at the sentence level:</p> <ul style="list-style-type: none"> • Substitution: changing words, characters, settings etc. • Addition: adding to or embellishing to expand/extend a text <p>You could stick post it notes over the model text or the class generated text map</p>						
6	I can write a sentence that makes sense by itself	<p>Play 'sentence or not' using slides attached. Children have to decide if the sentence makes sense on its own... or not!</p> <p>Shared writing: scribe one of the sentences that the children fix. This will act as a model for the independent task later.</p> <p>See if the class can learn this sentence and say it back: "<i>A sentence starts with a capital letter, ends with a full stop and makes sense by itself.</i>" (slide 11)</p>	<p>Read the examples from the PowerPoint together (slide 12 onwards).</p> <p>Ask children to give a 'thumbs up' or 'thumbs down' to indicate if they are sentences. (All the sentences have capital letters and full stops in order to concentrate on the aspect of 'making sense'.)</p> <p>OR children could hold up a card with 'sentence' on one side and 'not a sentence' on the other.</p> <p>Reading aloud is very important in this activity. Some children will 'fill in' missing words in their head to make sense and, therefore, put 'thumbs up'. It is important that they answer from what they read.</p>	<p>Most of class: take all of today's '<i>sentences that don't make sense</i>' and fix them (attached).</p> <p>Write them out in your book.</p> <p>Each time check with the whole class sentence: "A sentence starts with a capital letter, ends with a full stop and makes sense by itself." (slide 11)</p>	<p>High attainers (attached) have more detailed sentences with two mistakes to fix – much more of a challenge!</p> <p>SEN (attached) Simplified sentences to fix. Say them aloud and add the missing word to the sheet. Use 'cloze passage' to show where the missing word should go.</p>	<p>To finish... Look at the final three slides.</p> <p>Can you give me a sentence that makes sense?</p> <p>Teacher to scribe one or two for the class washing line/working wall</p>

7	<p>I know what a command is</p> <p>I can say a command</p> <p>I can join two commands using 'and'</p>	<p>Do you remember any of the different types of sentence that we learned about recently? (e.g. session 4 – questions and statements)</p> <p>In a minute we are going to practise questions and statements again and also try commands. Bossy sentences that start with actions/verbs: Pass me that pencil. Find your book bag. Eat your dinner.</p> <p>Can you think of any bossy commands?</p> <p>Let's all say this whole class sentence: "A command sentence tells someone to do something."</p> <p>Commands usually start with an imperative verb, also known as a 'bossy verb', because they boss us around! Fetch my water bottle.</p> <p>(Now try the warm up attached.)</p>	<p>Look closely at this sentence: <i>'Glide up gently in the glass viewing pod and look at views across Brighton.'</i></p> <p>What do you notice? Did you spot any commands? How do you know they are commands? How many commands are there in this sentence? How has the writer managed to put two commands into one sentence? The two commands are joined with 'and' (a conjunction).</p> <p>Can you give me two commands that an adult might say to you? (Finish your dinner and stack your chair.)</p> <p>Shared writing: look at the 'bossy verbs image' (attached as a PowerPoint) and join two commands using 'and'. Write the class sentence on a flip chart as a model for today's independent work.</p> <div data-bbox="958 1066 1193 1206" data-label="Image">  <p>Bossy verbs: munch, slurp</p> </div> <p>Possible example: <i>'Munch on sugary doughnuts and slurp on cool milkshakes.'</i></p>	<p>I can join two commands using 'and'</p> <p>Most of class Look at the prompt sheet attached. Children look at the tourist attractions and read the verbs provided. Can they use the verbs (or any verbs of their own) to write sentences in the same pattern as this one from the model text: <i>Glide up gently in the glass viewing pod and look at views across Brighton.</i></p>	<p>SEN: can children use the SEN resource (attached) to pick from a bank of bossy verbs and complete command sentences. They could write the sentences out in full, one they have decided where to place the verbs.</p> <p>High attainers: children need to use the high attainers resource (attached). They must generate their own banks of adventurous bossy verbs, using a thesaurus if needed. The first one is done as an example. Once the word banks are ready, children use their verbs to create their own <i>'two command sentences joined with and'</i></p>	<p>Can children fix these broken commands?</p> <p>Zoom around in a helicopter swoop over the city.</p> <p>Stroll along Brighton Pier and on the rides.</p> <p>On the deckchairs and splash in the sea.</p>
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8	<p>I can use a comma to separate nouns in a list.</p>	<p>Look at this list sentence from the model text:</p> <p><i>Our shop sells toys, books and things made by local artists.</i></p> <p>Stick post its over the items in the lists and generate new versions.</p> <p><i>Our shop sells pens, paper and handmade notebooks.</i></p> <p>Shared writing – teacher to scribe a class generated example and add to washing line.</p>	<p>Reread the class list sentence that was scribed by the teacher in the first activity.</p> <p>Shared writing – model today's dice activity until the class feel ready to start their independent work.</p> <ol style="list-style-type: none"> Roll the dice to choose a sentence starter and to decide how many things will be going into your list. Choose your sweets from the tick chart. Tick them off. Say your sentence aloud – say the commas and the full stop too! Write your sentence down. Ask someone near you to check it. When you have ticked off all of the sweets, you have finished the game! 	<p>Most of class: Use 'sweet shop lists' activity (attached). Children to say and write list sentences until they have checked off all of the sweets on their tick list (or until they run out of time!).</p>	<p>Sen/low attainers Reduce the number of items on the tick list. Use a 1-3 dice and reduce the number of rows on the dice guide. Reduce the number of sweets on the tick chart.</p> <p>High attainers: For each item in your list add an adjective to extend the noun phrase. There are some helpful words in the 'Yum word bank'. Example: We shared our chewy fudge, sour laces and delicious lollipops.</p>	<p>Add examples of children's sentences to the washing line</p> <p>Ask high attainers to report back to the class about their expanded noun phrases.</p> <p>Let's all use these in out writing!</p> <p>Can you make up a list sentence about a shop of your own? <i>In my shop you can buy...</i></p>
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9	<p>I am beginning to understand the words 'noun' and 'adjective'</p> <p>I can use expanded noun phrases in a list</p>	<p>Read the text again – overlearn it!</p> <p>Celebrate some list sentences from yesterday to reinforce good habits.</p> <p>Address any common misconceptions ahead of today's learning.</p> <p>Noun spotting</p> <p>At pace, go through the 'noun spotting' warm up (attached). Play eye-spy and try spotting nouns in sentences.</p> <p>Children have many years to understand this grammar terminology, so don't labour on it for long!</p>	<p>Revisit this sentence from the class model: <i>Come and see dazzling fireworks, skilful stilt walkers and funny circus jugglers.</i></p> <p>Can you tell me anything about this sentence? What type of words are skillful, dazzling and funny?</p> <p>Shared writing: teacher to model today's task (attached) once or twice. When children are ready they can create their own list sentences with expanded noun phrases.</p> <ol style="list-style-type: none"> 1. Pick a set of three images (there are six to choose from!). 2. For each image 'name the noun' and add an adjective to expand each noun phrase. 3. Stick your images and noun phrases into your book. 4. Use your noun phrases in a list sentence – there is a sentence starter to help you – write the list in your book. <p>Pick another set of 3 images...</p>	<p>Most of class – work exactly as the teacher did, picking from the sets of three 'seaside tourism' images provided.</p> <ol style="list-style-type: none"> 1. Pick a set of three images. 2. For each image 'name the noun' and add an adjective to expand each noun phrase. 3. Stick your images and noun phrases into your book. 4. Use your noun phrases in a list sentence. There is a sentence starter to help you. Write the list in your book. <p>Pick another set of 3 images...</p>	<p>SEN – use sen version (attached). Children create noun phrases using the word banks provided. Then they use the shorter sentence starters to write list sentences.</p> <p>High attainers – use pairs of adventurous adjectives separated by a comma or by 'and'. Also try further ways expanding noun phrases.</p> <p><i>On the beach you can hear rumbling, crashing waves, seagulls fighting over scraps of food and children with their buckets and spades.</i></p>	<p>Finally...explore sentences and pick out:</p> <p>'What went wrong?'</p> <p>On the beach you can hear roaring waves, squawking seagulls, and laughing, children.</p> <p>Have fun on the twisting tea cups, and the slippery helter skelter and the colourful carousel.</p>
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10	<p>I can spell words ending le and el or al</p> <p>Spelling handwriting</p>	<p>Read the text again – overlearn it!</p> <p>Warm up: Give out these words on cards:</p> <p>twinkle smuggle parcel label jewel loyal capital metal uncle camel sprinkle animal</p> <p>Ask the children to sort the words in any way they choose.</p> <p>What did you notice about the endings of these words?</p>	<p>'Towel', 'critical' and 'apple' all have the same pronunciation at the end, so how do people know which spelling to use? The most common ending is –le, so if you are having a guess, try that ending (-al and -el endings are far less common). A further tip is that –el and -al endings tend to follow letters with ascenders or descenders. There are no rules that work every time!</p> <p>shared writing</p> <p>Play the 'most of the class' version of the game (attached) teacher against the class. When the class has a secure understanding of the how the game works, they can split into pairs and play.</p>	<p>Most of class: play the 'most of class' version of the game.</p> <p>High attainers – play the high attainers version of the game (version with the word endings missing).</p>	<p>SEN play the SEN version of the game. Use a 1-3 dice and have only 3 columns to complete.</p>	<p>Can you work out the missing letter words and say the right endings?</p> <p>voc__ strugg__ tab__ app__ bott__ ped__ pet__ hospit__ beet__ tow__ funn__ tunn__</p>
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During phase three, pupils create their own posters using the structure and style of the models text. **There are three possible options to manage this phase, pick the one that works best for your class:**

- children could design their own viewing towers and make a poster to advertise their tower
- children could visit another tourist attraction and create a poster to advertise it
- children could create a poster to advertise Brighton Palace Pier using the images provided

Activities you may want to include during the **phase three**:

WRITING WITH FAR GREATER INDEPENDENCE

Steps: Plan – draft - edit

New maps/new plans

Shared writing of the teacher's version

Hot task - Independent writing

Marking and highlighting work as it progresses

Peer and self-assessment

11	<p>I can plan or say out loud what I am going to write about</p> <p><i>This is a prewriting activity. Depending on how you have decided to manage this phase, it would be ideal if children could visit another tourist attraction or have time to design their own viewing towers, If these options are not possible, they could write about the Brighton Palace Pier using the photos/slides attached.</i></p>	<p>We know our information poster really well, and we have learned lots of useful sentence skills.</p> <p>What do we need to do before we write our own posters? (Gather information!)</p> <p>We are going to: design our own viewing towers and make up information for our own posters OR visit another tourist attraction and collect information for our own posters OR explore photos/slides attached (the slides have everything the children need to plan their own information texts) and collect information for our own posters</p>	<p>We are going to find similar information to the information in our model text.</p> <p>History facts Who designed it? When did it open? What else can you find out?</p> <p>Gift shop Where are the shops? What can you buy? What else can you find out?</p> <p>Things to do Write a list of things people can do.</p> <p>Special events What else happens at your tourist attraction? Are there any special events coming up? Find out/make up as much as you can!</p>	<p>All children have time to: design their own viewing towers and make up information for their own posters OR visit another tourist attraction and collect information for their own posters OR explore photos/slides attached (the slides have everything the children need to plan their own information texts) and collect information for their own posters</p> <p>If you on a trip to an attraction, take as many photos and get hold of as much information as you can.</p> <p>Whatever you decide to make your poster about, you could use the 'I can plan_pupil prompt sheet' (attached).</p>	<p>Replace!</p> <p>Look back at the i360 model. Can we say the model aloud, but replace the facts about the i360 with our own facts?</p>
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12	<p>I can use new words (vocabulary)</p> <p>I can use expanded noun phrases</p>	<p>Replace! Look back at the i360 model. Can we say the model aloud, but replace the facts about the i360 with our own facts?</p> <p>Now that we have gathered all of our information, we are ready to write. Let's work together to build up a bank of wonderfully descriptive noun phrases. When we come to write our information texts (tomorrow), we can use each other's noun phrases and try out new words.</p>	<p>Noun phrases (e.g. the viewing pod) can be expanded by the addition of modifying adjectives (e.g. the futuristic viewing pod). This can be taken even further with carefully chosen pairs of adjectives (e.g. the futuristic, glass viewing pod).</p> <p>Shared writing Depending on the option you chose for phase three, take an image from your trip/one of the photos of the pier provided/examples of children's own viewing towers. Label as many nouns as you can, as quickly as you can. Now add more information to each noun each noun and create a bank of expanded noun phrases.</p>	<p>Depending on the option you chose for phase three, have several images from your trip/ photos of the pier provided/ examples of children's viewing towers on large paper (flip chart paper if possible).</p> <p>Children to rotate around the large paper resources adding expanded noun phrases, creating class word banks.</p> <p>Have plenty of thesauruses and colour and size adjectives available to encourage ambitious choices. Alternatively, use the adjective word bank provided.</p>	<p>SEN – have a prepared set of noun phrases.</p> <p>Match noun phrases to images, making judgements about how appropriate they are. Stick the noun phrases on the images, creating word banks to use tomorrow.</p>	<p>Celebrate any descriptive noun phrases that the class has generated. Make sure everyone understands the vocabulary being used.</p> <p>Hang them on the washing line and make sure the class knows that they are all welcome to make use of these in their own written work tomorrow.</p>
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13	<p>I can join two ideas using 'and'</p> <p>I can make improvements and changes with the teacher or with my friends</p> <p>Children write the 'History' and 'Have fun!' paragraphs of their own information texts</p>	<p>Introduce the writing skills toolkit (attached) made up of skills that we are developing over the unit.</p> <p>"We will revisit this when we have written our posters and see how many skills we have included."</p> <p>Just reread the 'History' and 'Have fun!' sections of the i360 model text. These are the parts the children will be writing today.</p> <p>Put a spotlight on these sentences from the model:</p> <p>The i360 opened on 4th August 2016 and it quickly became a popular tourist attraction.</p> <p>Glide up gently in the glass viewing pod and look at views across Brighton.</p> <p>Sit in the replica toll booth and enjoy tea, coffee and cakes.</p>	<p>Shared writing</p> <p>Teacher to write their own 'History' paragraph in front of the class. Teacher to be explicit about how to use the pattern of the i360 model. Teacher to model use of the conjunction 'and'. Teacher to talk aloud about any other skills they are using (eg expanded noun phrases). The teacher could use the same tourist attraction as the class, but it may be more appropriate to use a different attraction, so that the children have to think more independently when creating their own information posters.</p> <p>It could go something like this:</p> <p style="text-align: center;">History <i>The Chain Pier was designed by Captain Samuel Brown. The Chain Pier opened on 25th November 1823 and it quickly became a popular tourist attraction.</i></p>	<p>hot task part 1</p> <p>Independent writing – 2 paragraphs</p> <p>Children to write the 'History' and 'Have fun!' sections of their own information texts.</p> <p>Children should try and use the skills developed across the unit, with a focus on the conjunction 'and' to join ideas.</p> <p>They should use word banks of expanded noun phrases.</p> <p>If the children can write on squares of lined paper, they will have the freedom to move their information and around and present it attractively. Modern posters and children's information texts tend to have an attractive and varied layout – not one big block of writing!</p>	<p>Mixed ability writing pairs could be used. Children could give each other instant feedback on sentences.</p> <p>They could use the whole class sentence from session 6 and ask their partner:</p> <p><i>"Does my sentence start with a capital letter, end with a full stop and make sense by itself?"</i></p>
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14	<p>I can use expanded noun phrases in a list</p> <p>I can make improvements and changes with the teacher or with my friends</p> <p>Children write the 'Go shopping!' and 'Special Event!' paragraphs of their information texts</p>	<p>Just read the 'Go shopping!' and 'Special Event!' sections of the i360 text. These are the parts the children will be writing today.</p> <p>With consent from the author, display a child's text for 'reading as a writer' activity – what writing skills have they used?</p> <p>Take another look at the skills checklist and highlight good things happening in the class!</p>	<p>Remind children of the session when they learned about using expanded noun phrases in a list (session 9). Can you give me a list of sweets you love the taste of? Can you separate your noun phrases by saying the comma aloud? <i>I love the taste of...</i></p> <p>Put a spotlight on these sentences from the model: <i>Our shop sells toys, books and things made by local artists.</i></p> <p><i>Come and see dazzling fireworks, skilful stilt walkers and funny circus jugglers.</i></p> <p>shared writing Teacher to write their own 'Special event!' paragraph. Teacher to explicitly use the pattern of the model and noun phrases in a list. Teacher to talk aloud about any other skills they are using (eg capitals and full stops). The teacher could use the same tourist attraction as the class, but it may be more appropriate to use a different attraction. It could go something like this:</p> <p>Special event! <i>Buy a ticket for our fantastic firework display on 10th October 1834. Our pyrotechnist will dazzle you with hissing squibs, ear-splitting crackers and asteroid rockets.</i></p>	<p>hot task part 2</p> <p>Independent writing – final 2 paragraphs</p> <p>Children to write the 'Go shopping!' and 'Special Event!' sections of their own information texts.</p> <p>They should try and use the skills developed across the unit, with a focus on expanded noun phrases in a list.</p> <p>They should use word banks of expanded noun phrases.</p>	<p>Mixed ability writing pairs could be used. Children could give each other instant feedback on sentences.</p> <p>They could use the whole class sentence from session 6 and ask their partner:</p> <p><i>"Does my sentence start with a capital letter, end with a full stop and make sense by itself?"</i></p>
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15	<p>I can re-read to check that my writing makes sense</p> <p>I can proof-read to check my spelling and punctuation</p> <p>Arrange your information on a sheet. Add images and captions.</p> <p>Peer assess</p>	<p>With consent from the author, display a child's text for a proof reading activity – but first: 'what skills have they used well?'</p> <p>Highlight good things happening in the class!</p> <p>Model proof reading and checking for sense.</p> <p>Model checking spellings and punctuation.</p>	<p>Shared writing</p> <p>For today's shared writing the focus is on layout.</p> <p>Look at a few posters, leaflets and published children's information texts. How is the writing organised?</p> <p>Teacher to model arranging the title and text in an attractive way. Teacher to make use of images and captions to make the poster eye-catching and fun to read.</p> <p>If your class used the option of making a poster about Brighton Palace Pier, they could add photos from the bank (attached).</p>	<p>With a writing partner:</p> <p>Proof read to check for sense. Also check spellings and punctuation and make immediate improvements.</p> <p>Arrange information in an attractive and interesting way. Add any pictures and captions you wish to.</p>		<p>I can read aloud what I have written clearly and with expression</p> <p>Partner children up and ask them to read their posters aloud to each other – it's not too late to make corrections and changes.</p>
16	<p>I can make improvements and changes with the teacher or with my friends</p> <p>Spelling + celebration</p>	<p>Find a willing volunteer who is happy to have their work 'peer assessed' by the class.</p> <p>Model 'peer assessing' the work under the visualiser and also using the class skills toolkit (attached).</p> <p>Give children time to peer assess each other's work. It is essential that both learners peer assess each piece of work together, one at a time. To ensure this happens, place one child's poster on top of the other child's – the piece of work being assessed is on top!</p> <p>SEN use the simplified peer assessment sheet attached</p> <p>Children can immediately respond to feedback from this activity and make improvements.</p>	<p>Children who have finished their poster and their peer assessment can try the Y2 spelling game: 'I can add –es to nouns and verbs ending in –y'</p> <p>They need to add an s to various words sorting them into words that change and words that don't</p>	<p>SEN work on relevant phonics skills</p> <p>High attainers – pair up and try the 'I can add s high attainers activity' which explores more plural rules.</p>	<p>Celebrate children finished work</p> <p>What skills have we learned while creating our posters?</p>	

So what next?

You could:

Evaluate further - give children time to compare hot and cold tasks and have discussions about feedback and progress made

Publish/perform/display/illustrate/blog/share and enjoy