

Yr: 1 **Dover Park Primary School**



English Learning Journey:

Start Date: 19.02.24

Text and author: The Snail and The Whale By Julia Donaldson

Extended Writing Outcome: To write a letter from the Snail to the Whale.

Purpose: To inform and describe. Form: Letter

Audience: Year 2 children.



Step 5

Create, Refine and Evaluate

Write a letter from the snail to the whale thanking the snail for taking him around the world on his tail. Use list of places they visited to describe the best place they went to. (**Sentence Structure- Write a simple sentence with straight forward subject/ verb agreement- Composition and effect**)

Step 3 Capture, Sift and Sort

Sequence the story from start to finish adding in detail of own.

(**Sentence Structure- Write a simple sentence with straight forward subject/ verb agreement**) **Colourful semantics who, what, what doing, where, describe** Look at how the whale and the snail are described as moving- give children different animals and they have to describe how they might move using verbs and adverbs.

Step 1 Stimulate and Generate

Look at the front cover and draw inferences on the basis of what they can see. Think about what the setting is- what clues are there? What other stories can they think of by this author? (**Reading- Inference**) Using the first person write what the snails would be saying on their rock about going around the world. Use of thought/speech bubbles. (**Composition, text structure and organisation, use of the pronoun I**) **Use of colourful semantic- who, what, what doing?** Role on the wall of the snail and whale, how do they think/feel? Use of role play to bring each character to life. (**Composition, text structure and organisation**). Describe the snail and the whale writing in full sentences. What are each of them doing? Following on from Roles on the walls. (**Sentence**

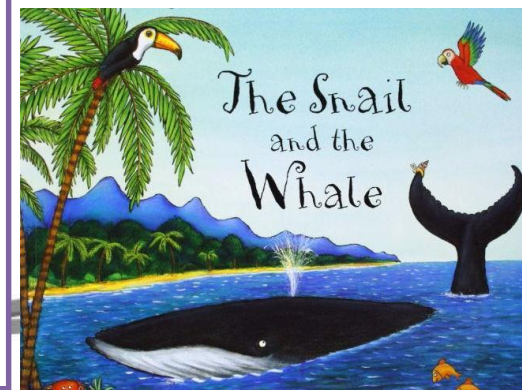
Step 2 Capture, Sift and Sort

Look at each of the destinations the characters go to and describe and compare two of the settings. **Colourful semantics- who, what, what doing, where and describe.** (**Sentence structure- Write reliably formed simple and compound sentences**) Look for rhyming words in the text, can they find them, can they think of other rhyming words to go alongside? (**Composition and effect-use of word choice**) Create a poster to help save the whale. (**Composition and effect-use of word choice**) **Use of exclamation marks.** Look at homophones in the text and look at others we might know. (**Vocabulary, grammar and punctuation**)

Step 4

Create, Refine and Evaluate

Look at different pictures from the story and describe where the characters are using simple prepositions and full sentences (**Composition and effect- Use of simple prepositions**) Write a list of all the places the snail and the whale visited and draw pictures to match. (**Planning for final piece of writing**)



Writing tasks: Character profiles, Captions, letters, annotations. Instructions, Story maps S&L Activities: Role on the wall: Talk for writing, Paired S & L, individual S and L.