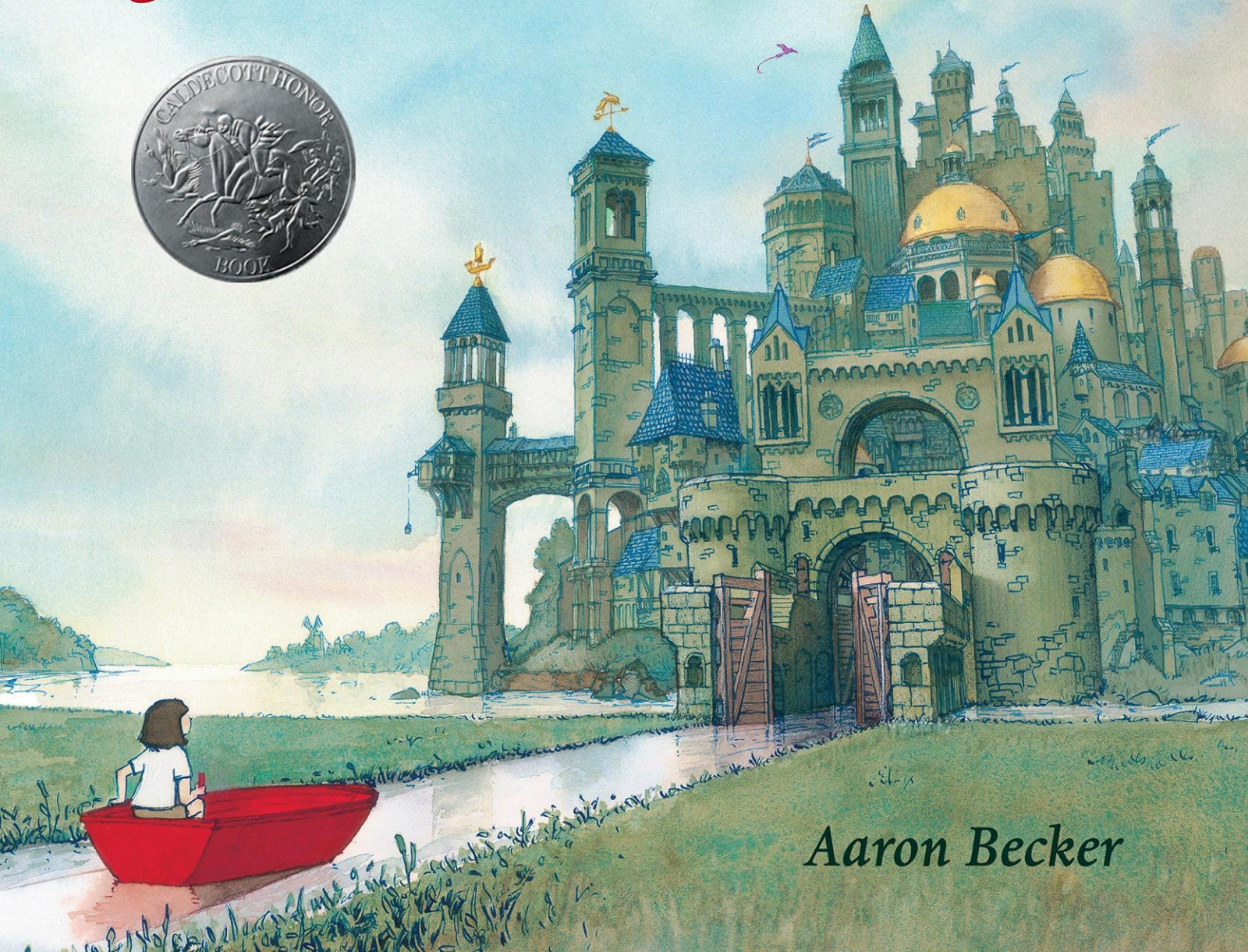


JOURNEY



Aaron Becker



New Park
PRIMARY ACADEMY

Journey

Novel Study Overview

J O U R N E Y

Contents:

- Weekly Lesson Progression
- A 5-week novel study plan
- A copy of the book
- Extra resources
- Curriculum writing guidelines/expectations for each year group

J O U R N E Y

Weekly Lesson Progression

Monday	<u>Book Talk</u> – Look through the pages for the week. What can you see? What vocabulary can you think of? What do you think is happening? Why?
Tuesday	<u>Drama</u> – Freeze frame the scenes from the week's pages. Hot seat the different characters. Think about the different thoughts and feelings from all perspectives.
Wednesday	<u>Features of a ...</u> – Find examples of the genre of the week (e.g. diaries). What features do they share? Do they write in a certain person or tone? Do they use certain language? Have they written in a certain structure?
Thursday	<u>Planning</u> – Using the language and features from the week, write a basic plan ready for Friday's lesson.
Friday	<u>Big Write & Edit</u> – Using their plans (& pictures) children to have some quiet, focused time to write (see year group curriculum expectations here). Allow time for children to read through their work and edit it.

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Weekly Plan:

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5

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Week One:

Week Commencing: 08.06.2020

Pages for the week:



p1 & p2



p3 & p4

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Week One:

Diary Entry

- 1st person as child
- What is happening in the world outside?
- What is she/he thinking?
- How do they feel?
- Thought and feelings bubbles to illustrations

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Week One:

Curriculum:

- PSHE – How are we feeling?
- ART – Create a greyscale scene, add in a few items in just one bold colour

Extra Home Challenges!

- Start your own diary
- Research and read some famous diaries, e.g. Anne Frank, Diary of a Wimpy Kid, World War diaries, etc

J O U R N E Y

Week Two:

Week Commencing: 15.06.2020

Pages for the week:



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Week Two:

Predictions

- Developing pupils reasoning, debating, justifying skills
- They've found the red pen, what do you think is going to happen next in the story?
- Should they go into the city? Why? Why not?
- What can they draw to save themselves? Why?

J O U R N E Y

Week Two:

Curriculum:

- PSHE – Have you ever been to a new place e.g. a school, house, country? What was different about it? What was the same? How did you feel? Why?
- ART – Imagine you are the main character, what would you draw to escape? Draw it! Include lots of detail in your drawing. What medium will you use?

Extra Home Challenges!

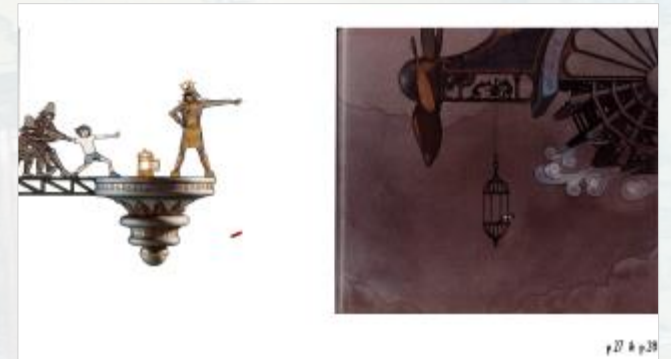
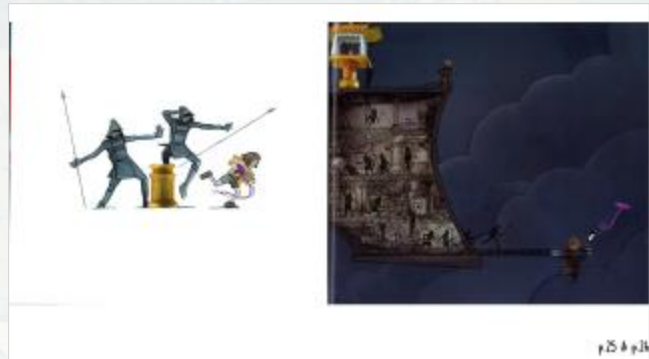
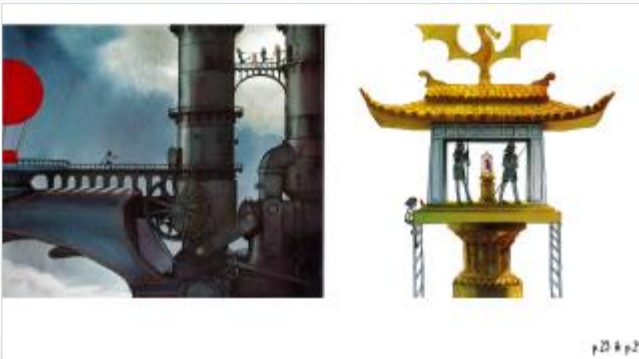
- Visit <https://www.pobble365.com/>. Find a picture that interests you. What's happening and why? How do you know – find evidence. *Scroll down on each picture if you would like some extra challenges!*
- Should we wear school uniform? – Debate this with your household

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Week Three:

Week Commencing: 22.06.2020

Pages for the week:



J O U R N E Y

Week Three:

Letter writing

- A guard writing a letter about the stolen bird
- Past tense, 1st person, in character
- Choosing the tone of the letter:
 - Informal – the guard writing home to his family
 - Formal – the guard writing to his superior
- E.g. *Today, the precious bird was snatched by a stranger we had never seen before ...*

J O U R N E Y

Week Three:

Curriculum:

- PSHE – Split a piece of paper in two. On one side, write/draw all the things that excite you. On the other, write/draw all the things that slow you down.
- READING – Read 'The Jolly Postman' by Janet and Alan Ahlberg. You can access the book via Youtube, https://www.youtube.com/watch?v=gpeo_0yoD0k

Extra Home Challenges!

- Write a letter to a family member
- Write a letter to your neighbour – introduce yourself!

JOURNEY

Week Four:

Pages for the week:

Week Commencing: 29.06.2020



p.29 & p.30



p.31 & p.32



p.33 & p.34

J O U R N E Y

Week Four:

Setting Description

- Write a description of flying out of the city on the red rug
- 1st person (KS2 - present tense)
- Five senses: smell, see, hear, touch, taste
- Similes
- Freeze frames
- Hot seating - riding the red rug / someone on the ground

J O U R N E Y

Week Four:

Curriculum:

- PSHE – Draw your dream island. What would be there? Who would be there?
- Science – What are stars? Why does the sun set and rise?

Extra Home Challenges!

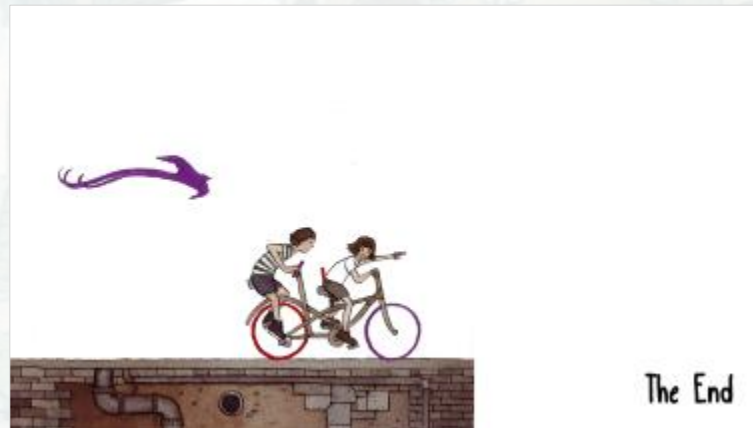
- Watch the following clips (or whole films!). How would you describe that feeling of lift-off and flying?
<https://www.youtube.com/watch?v=ZKRlgOPqkZ0&safe=true>,
https://www.youtube.com/watch?v=eitDnP0_83k&safe=true
- Describe a summer evening. What can you see, hear, smell, taste? How do you feel?

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Week Five:

Pages for the week:

Week Commencing: 06.07.2020



J O U R N E Y

Week Five:

Newspaper article

- Write a newspaper article about any event in the book. It can be from anyone's perspective
- Formal tone
- 3rd person
- Headline, orientation, main body, reorientation
- Example headlines: "Mysterious Girl Sails into City", "Remarkable Reappearance Through Mailbox"

J O U R N E Y

Week Five:

Curriculum:

- PSHE – Imagine you found a yellow pen. What would you draw? Where would it take you? Draw all these things on a piece of paper (don't forget to draw yourself in there too!)

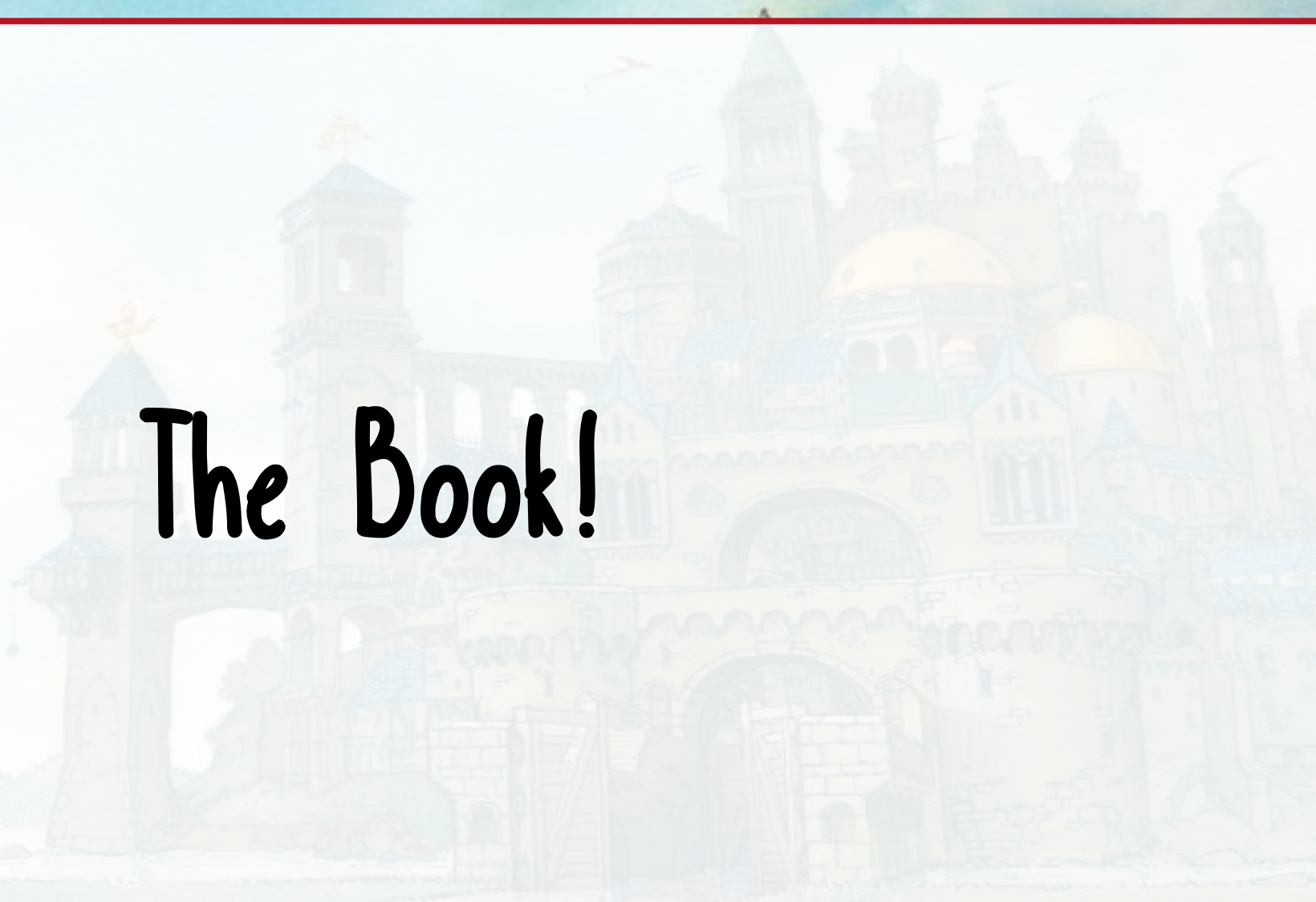
Extra Home Challenges!

- Access some newspapers online: <https://theweekjunior.co.uk/> ,
<https://thehappynewspaper.com/>
- Interview the people in your household. What was school like for them?
- Write a book review for 'Journey'. How many stars would you give it? Did you have a favourite part? Did you enjoy it? Why/Why not?

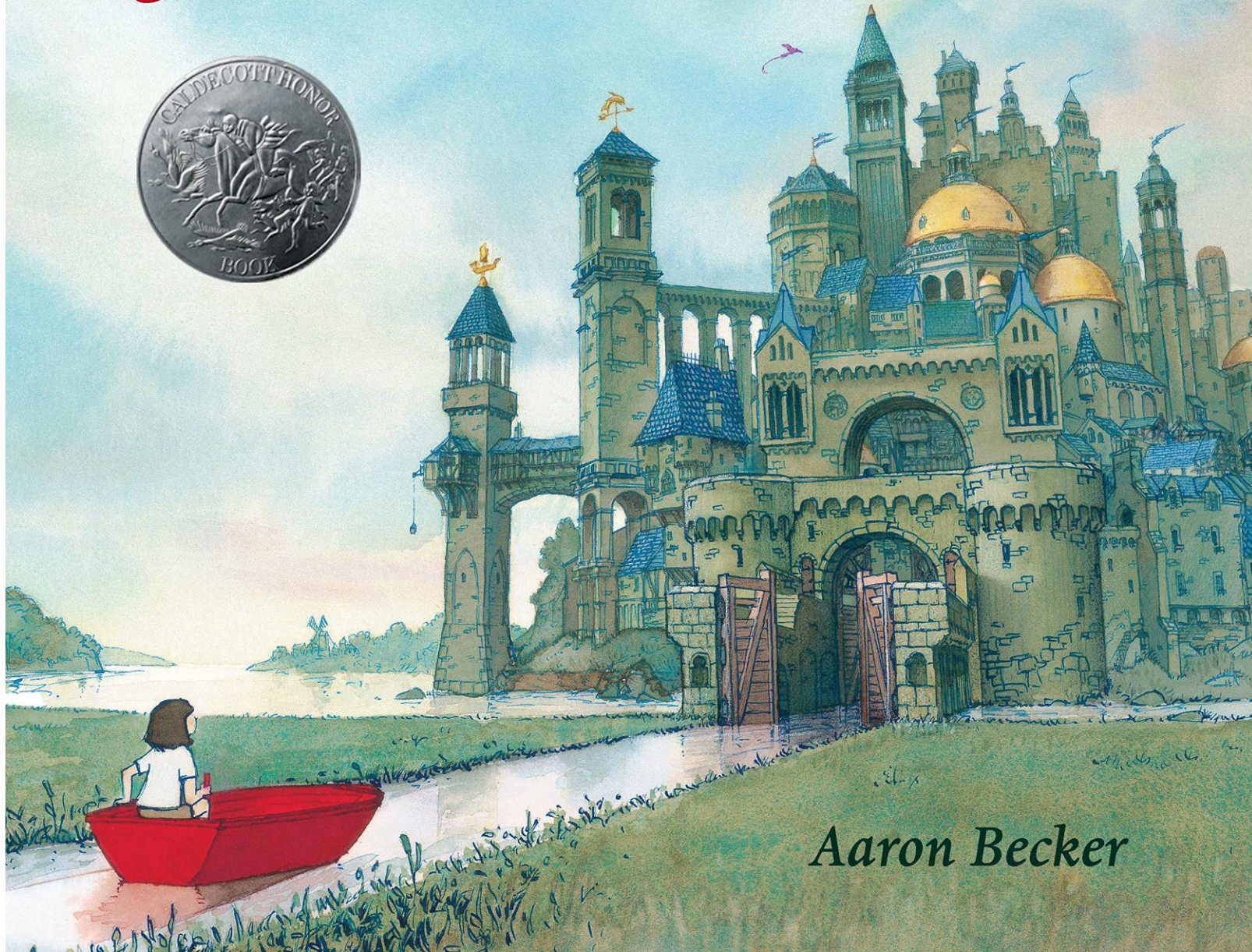
JOURNEY



The Book!



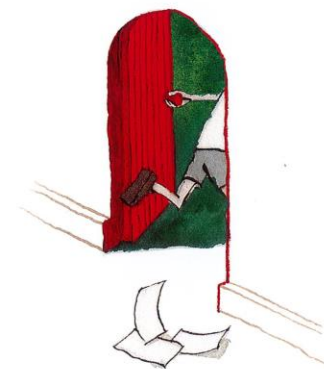
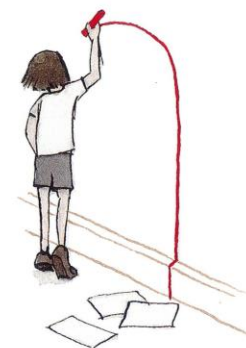
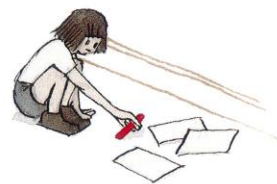
JOURNEY



Aaron Becker



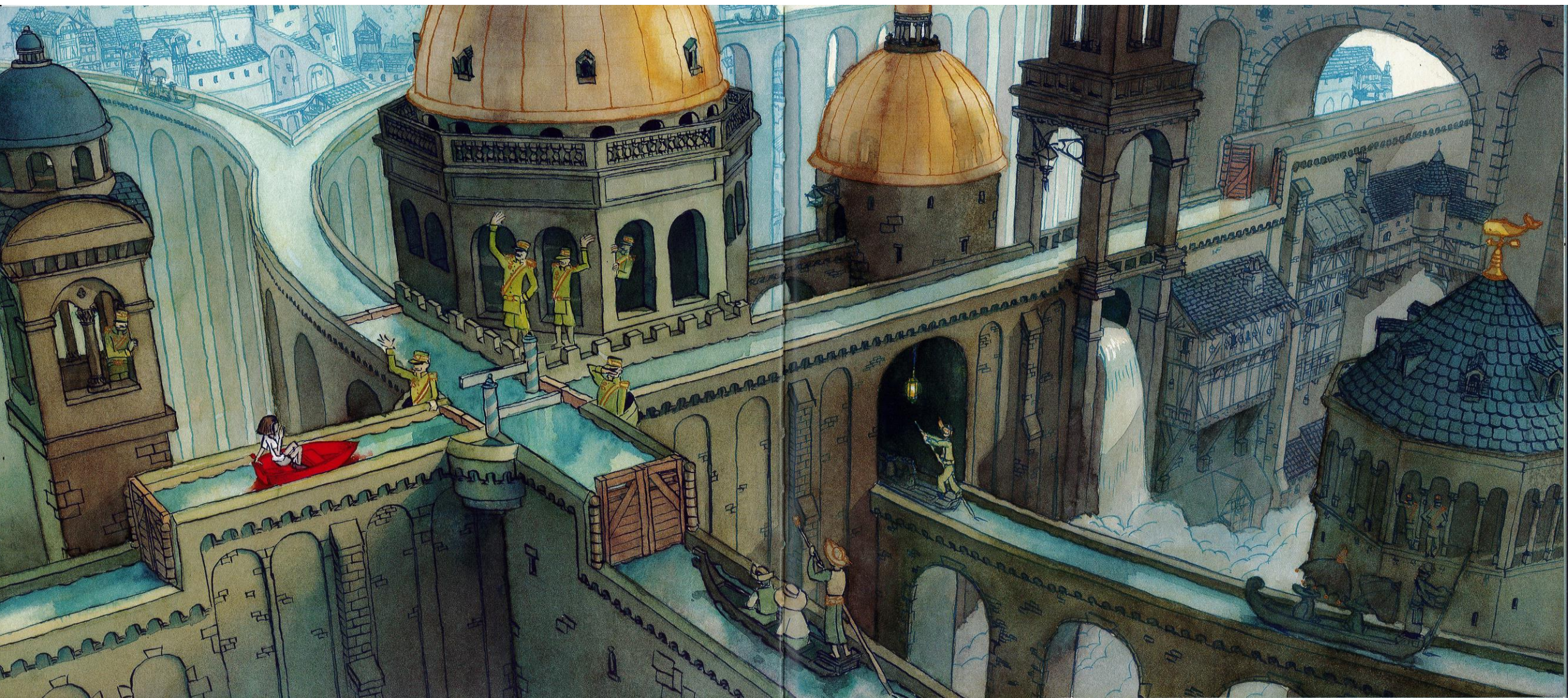


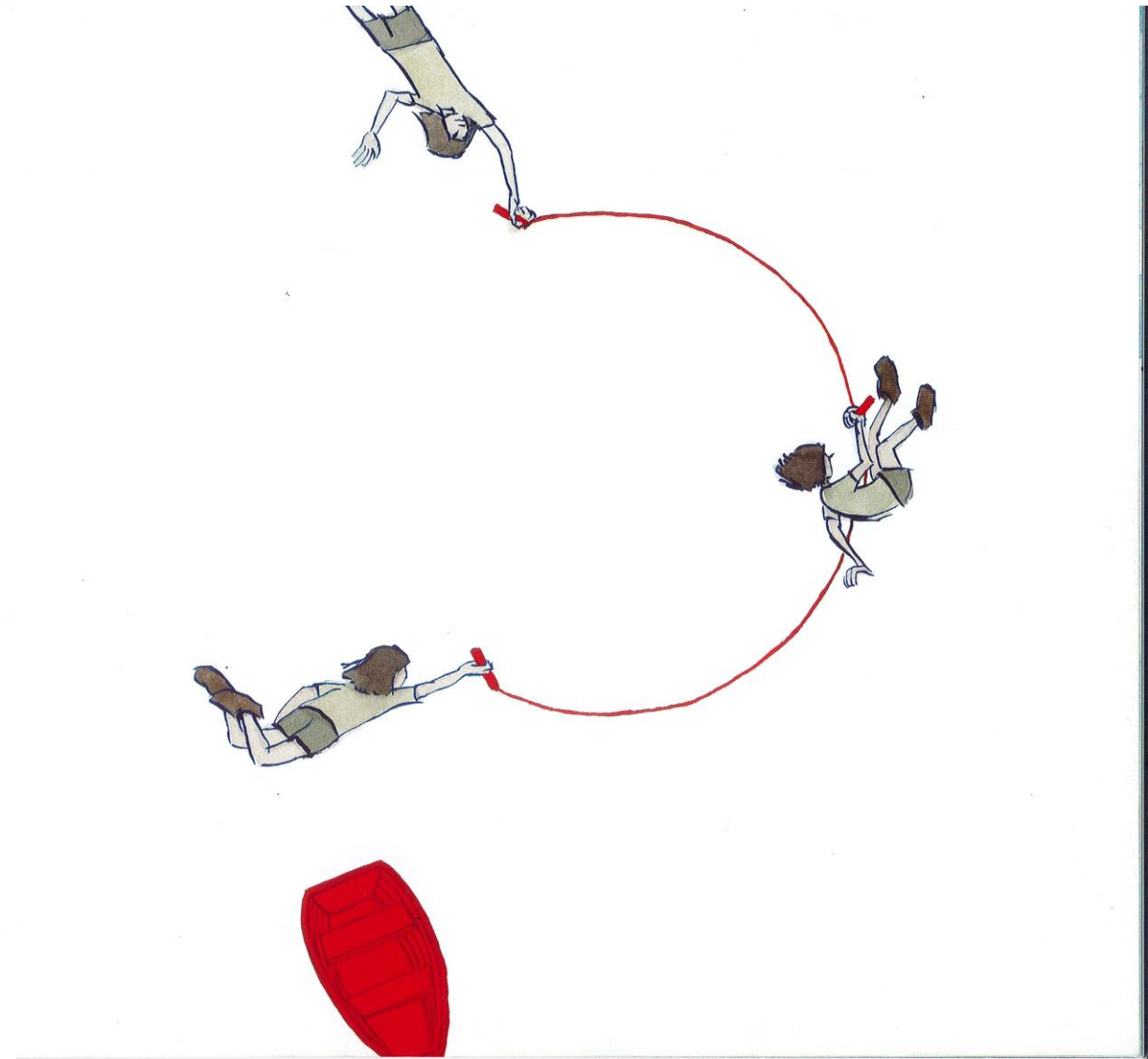




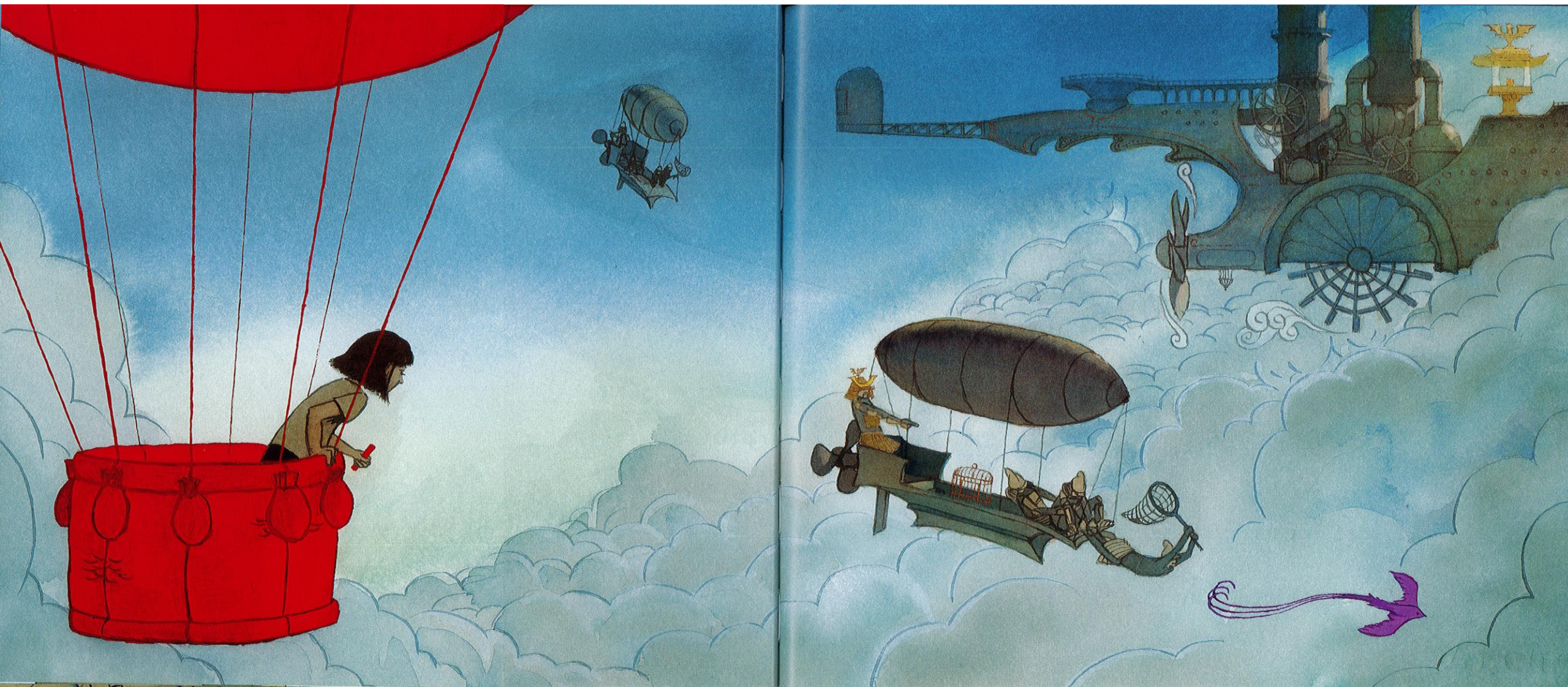


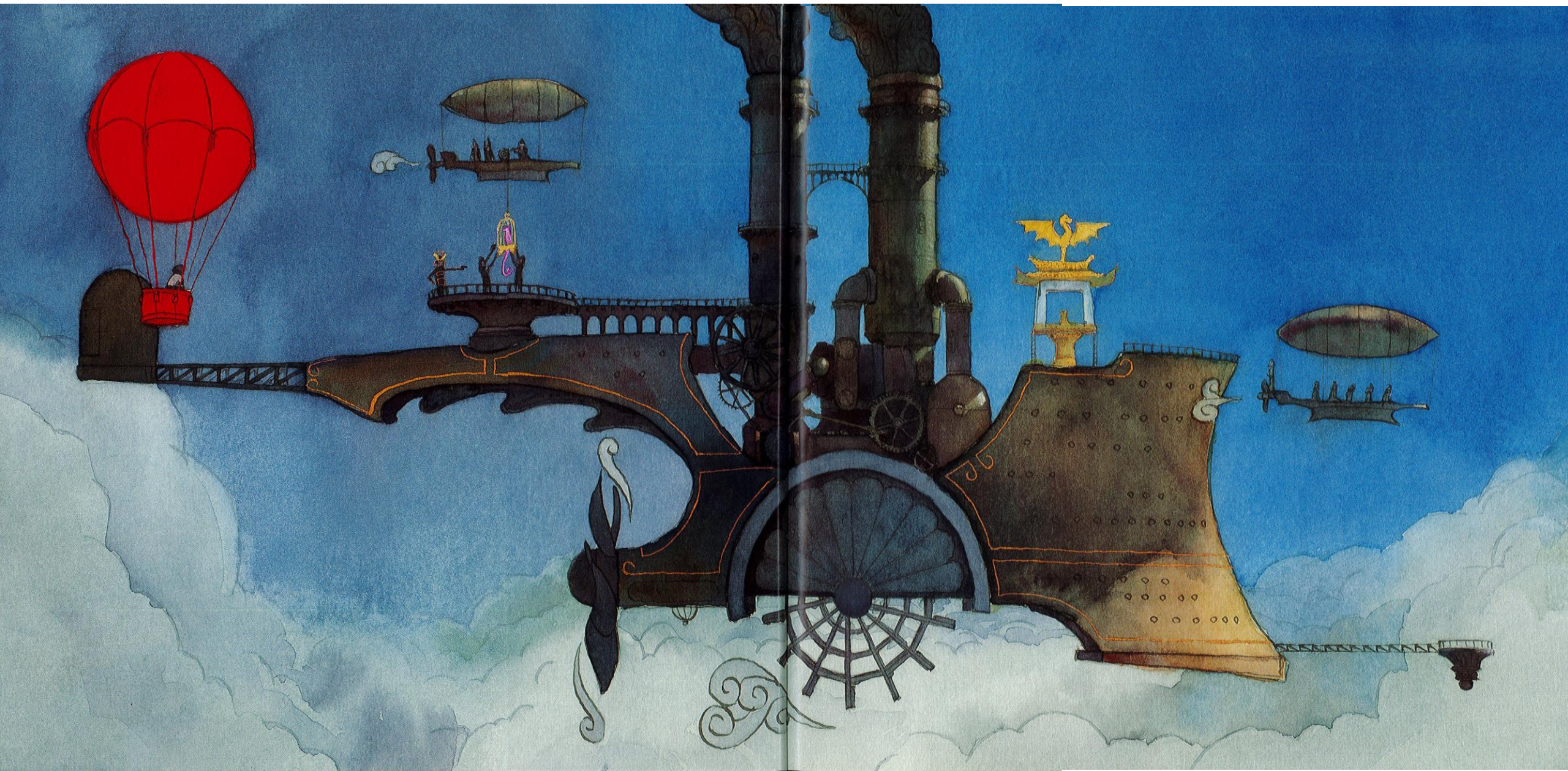


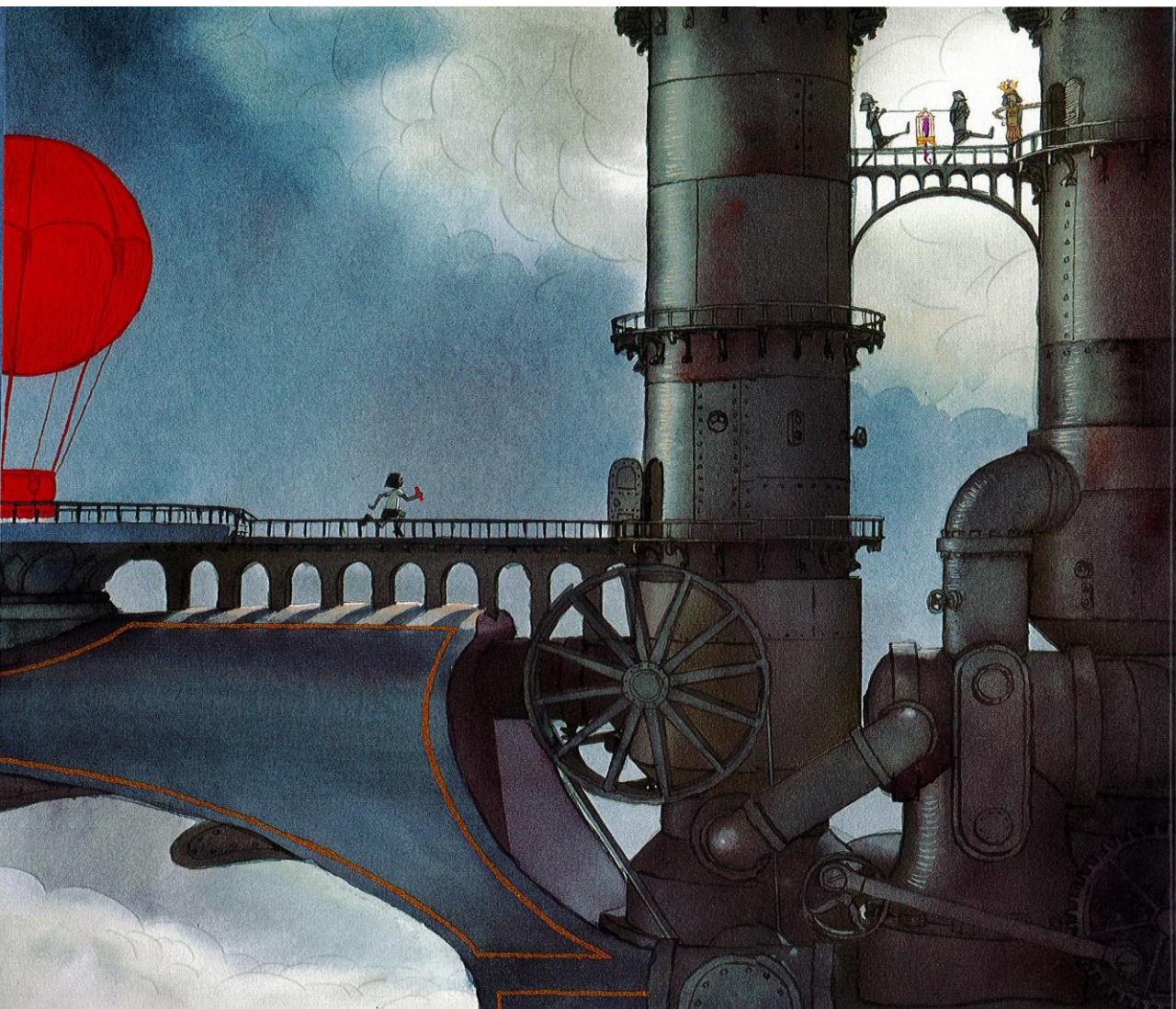






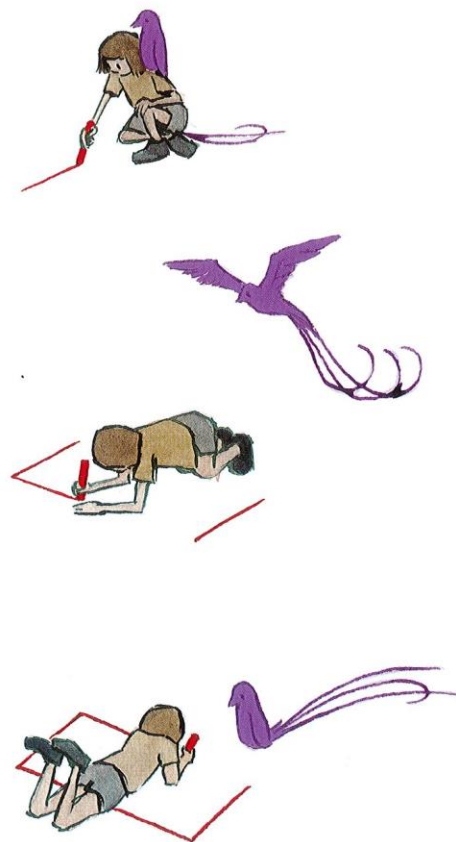


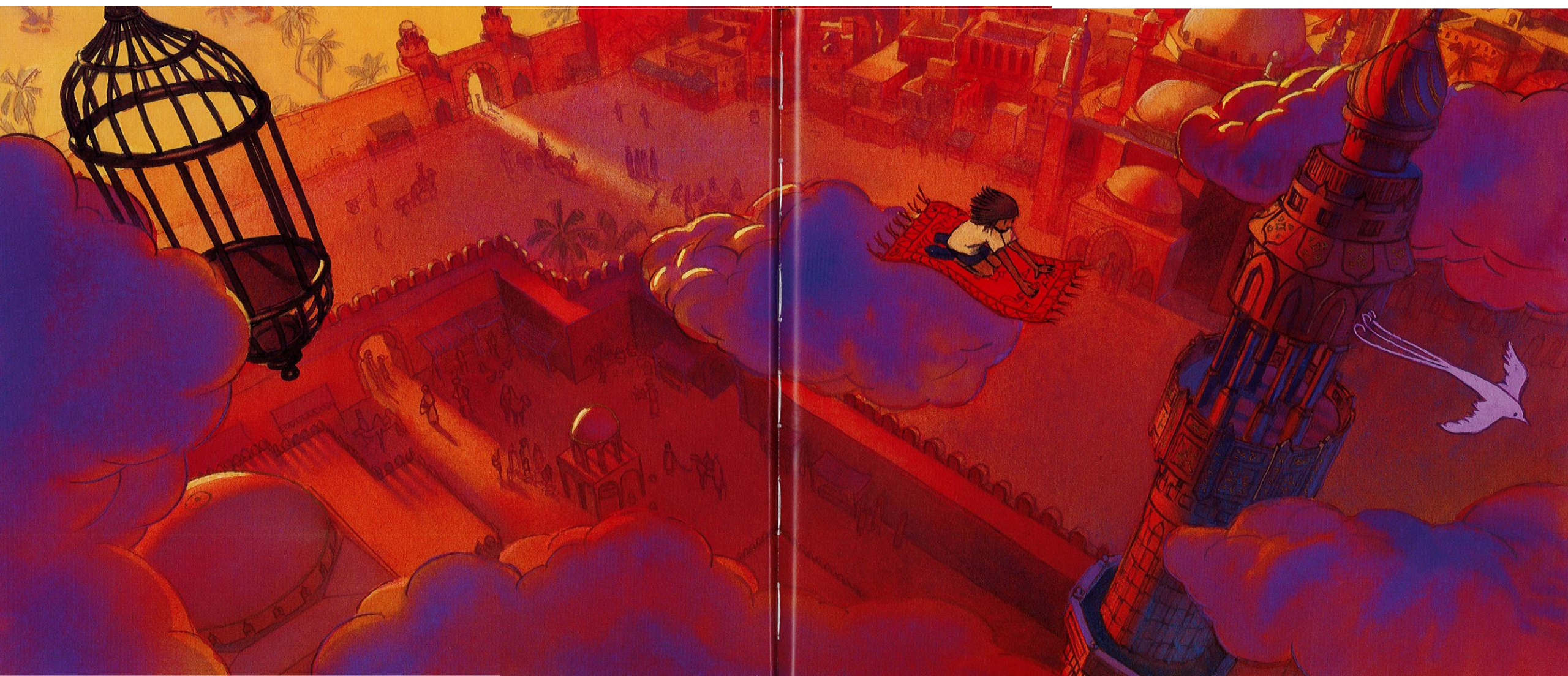




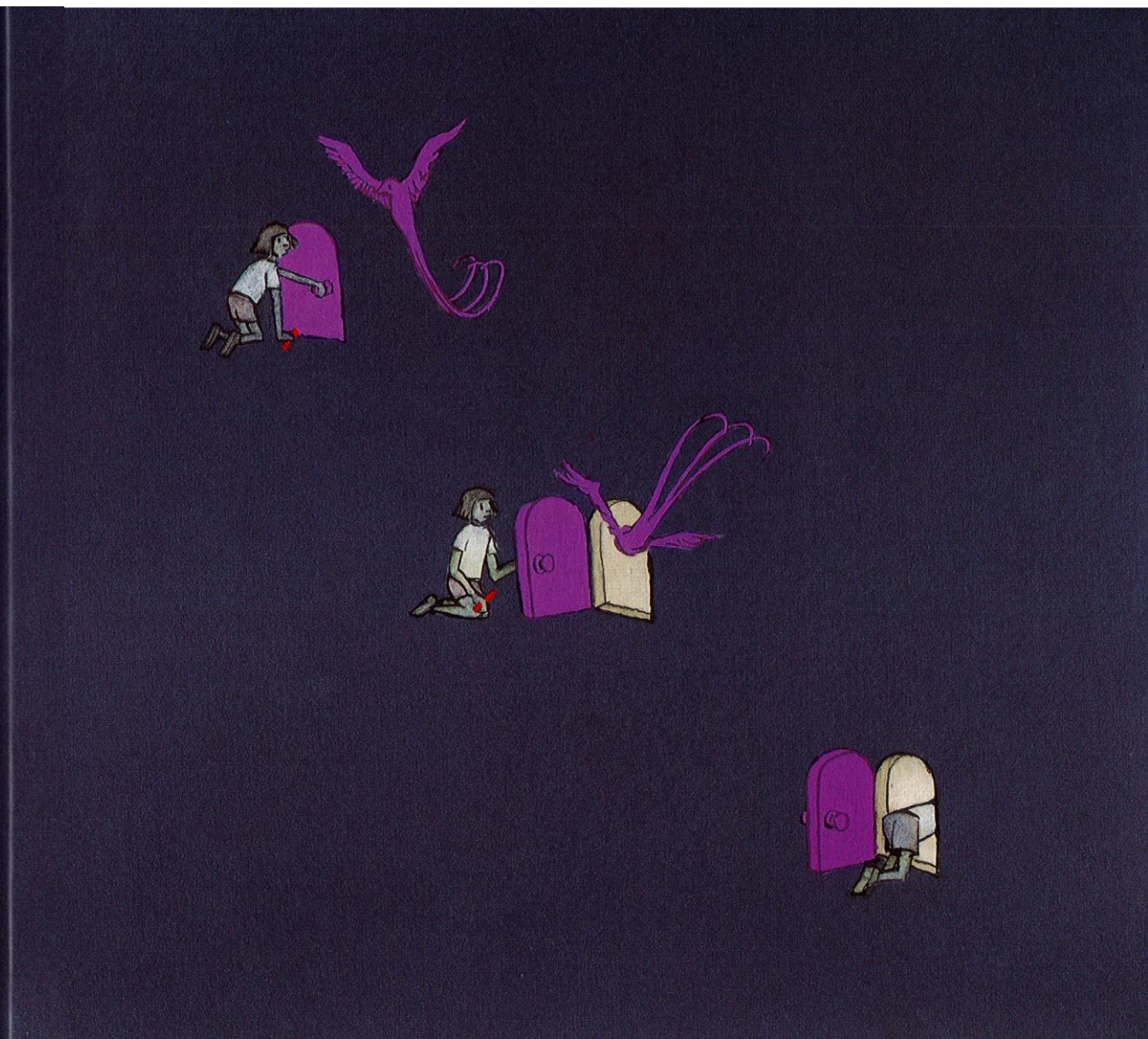
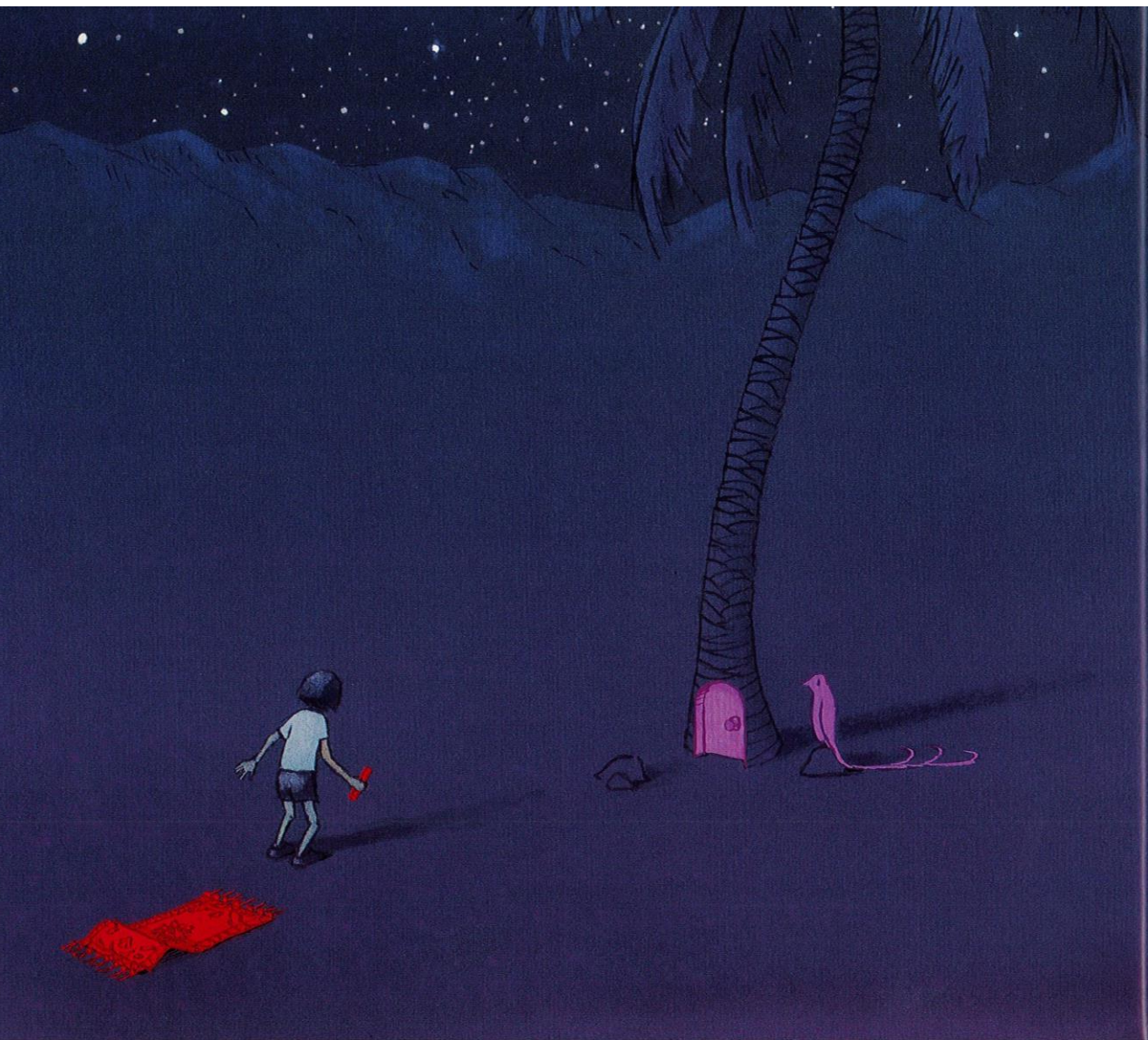


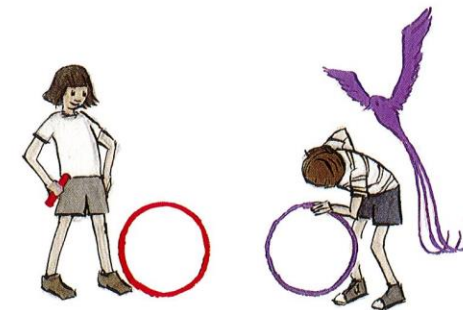
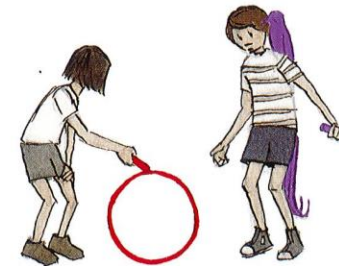
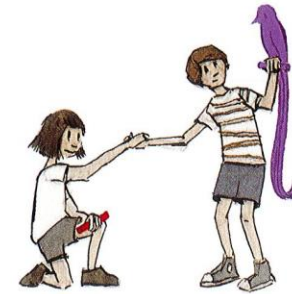
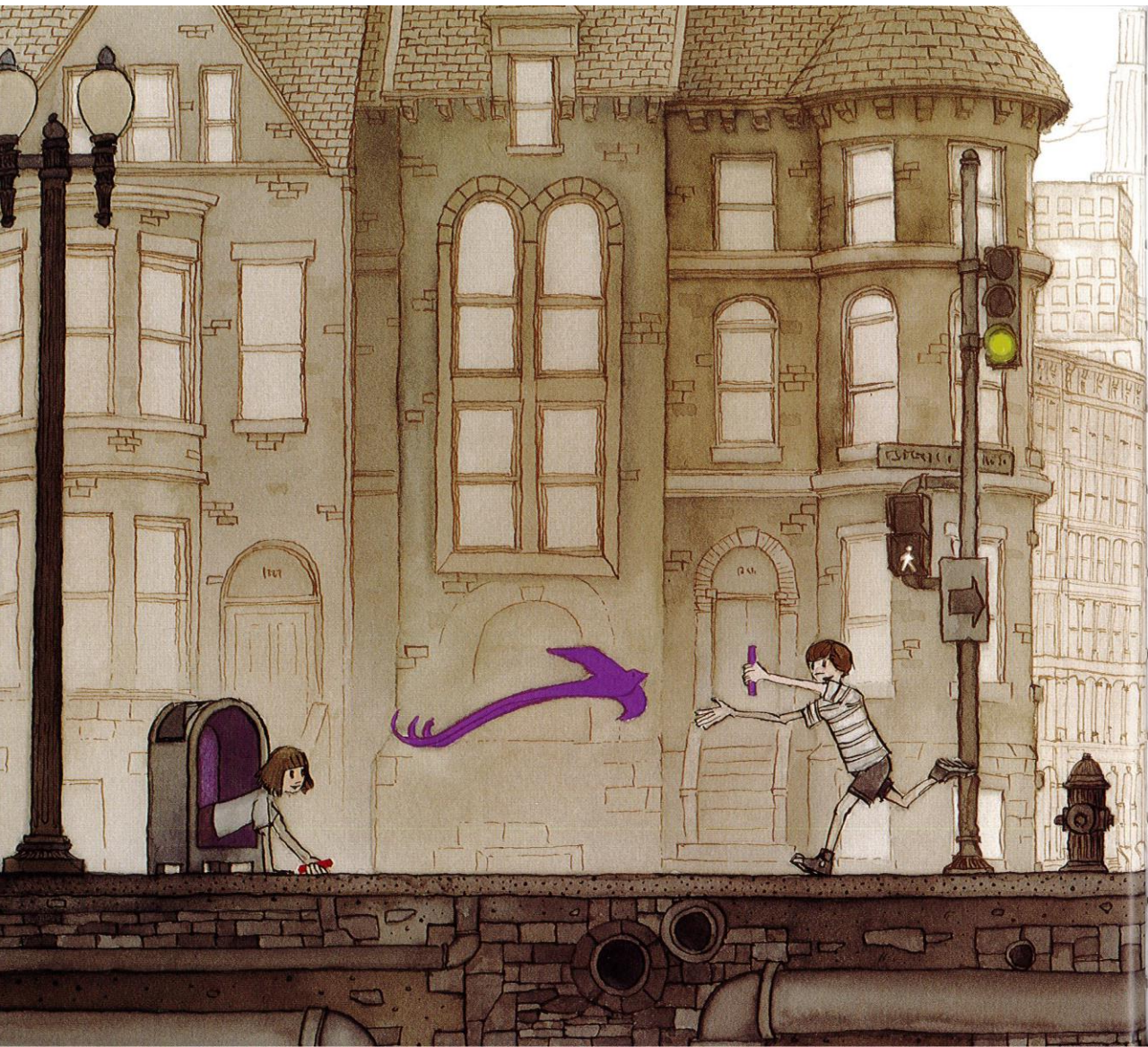


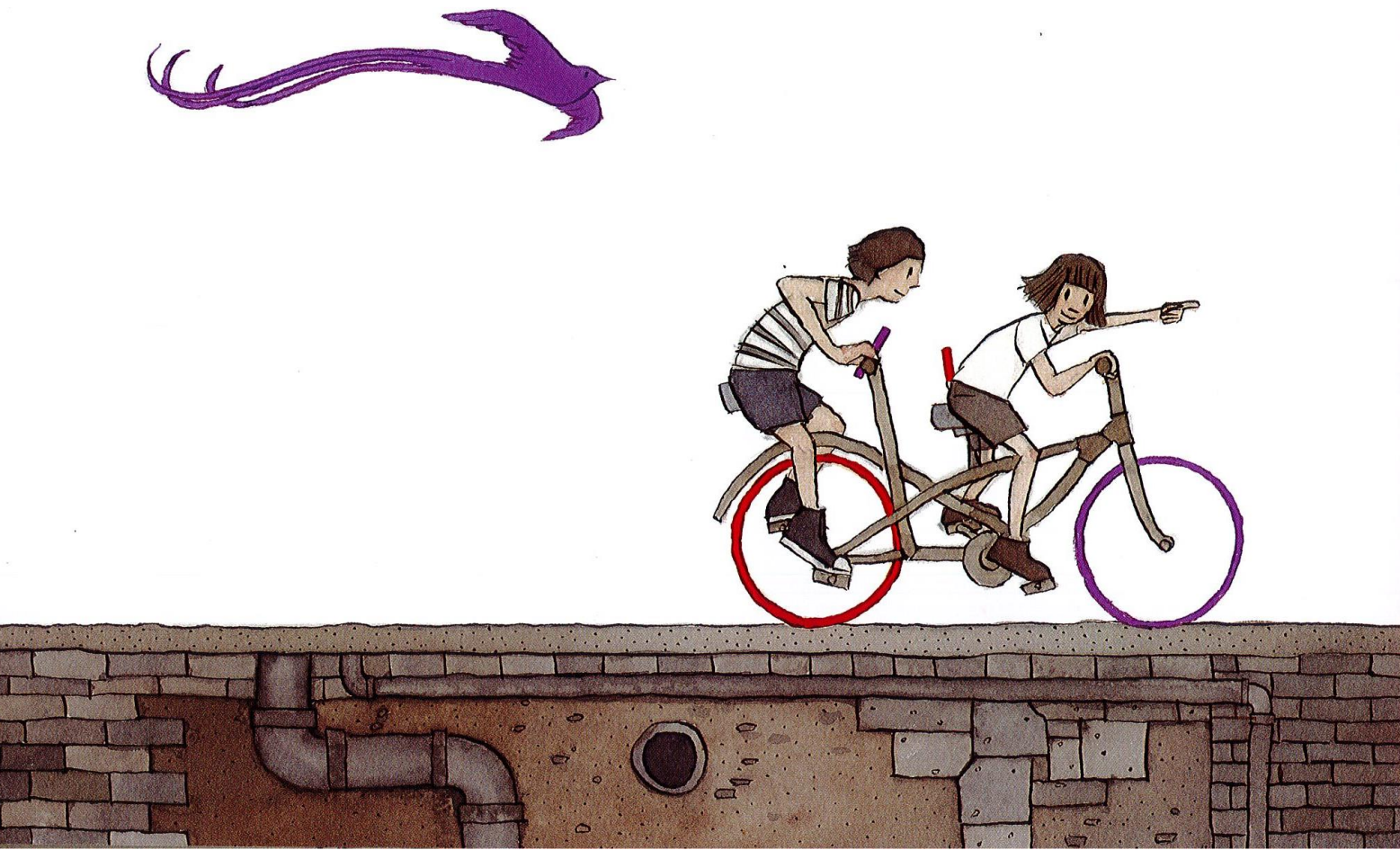












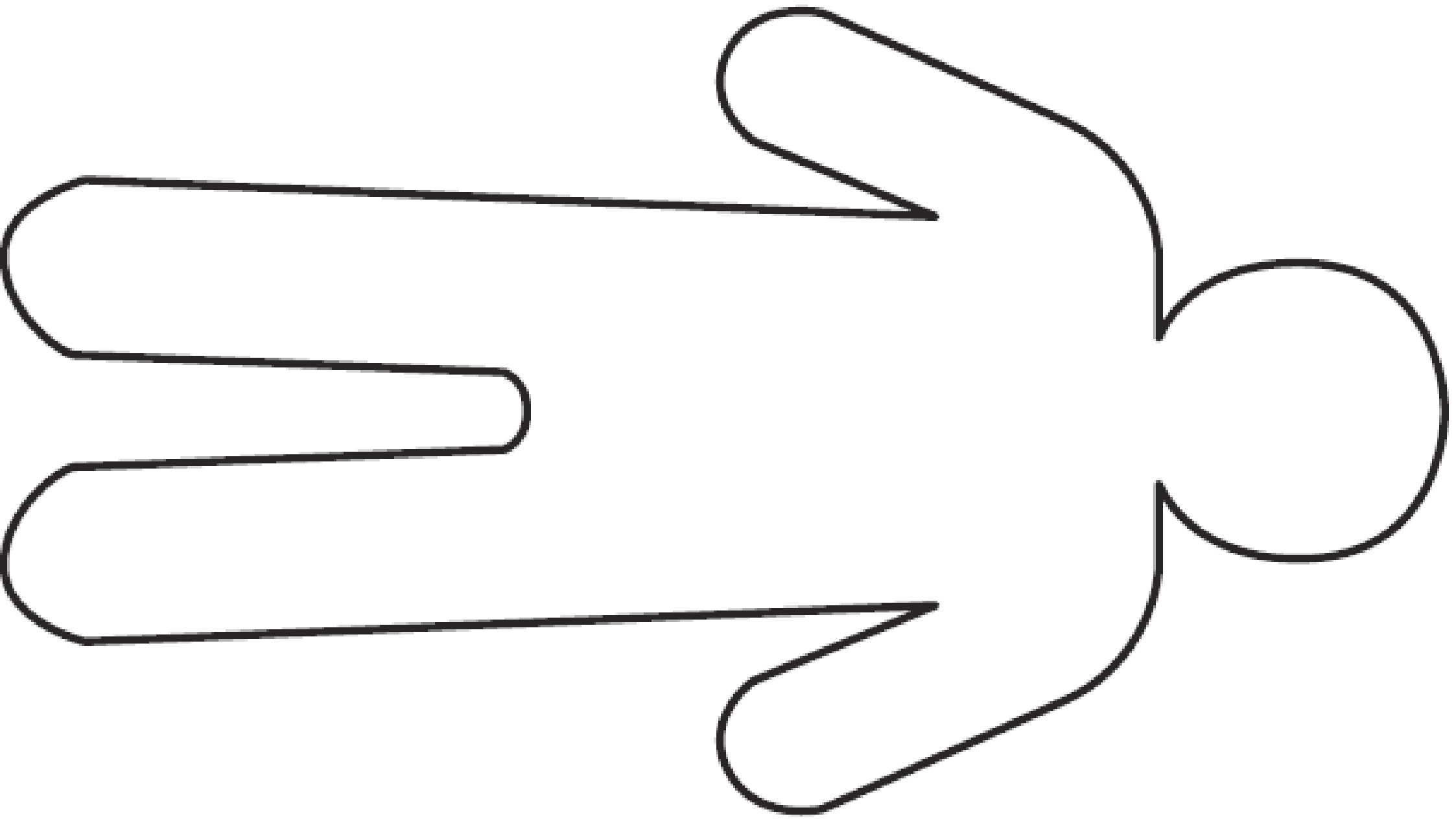
The End

J O U R N E Y

Extra Resources

- Role on the Wall
- 321 Grid
- Book Review Template
- Vocabulary Word Map

Role on the Wall



J O U R N E Y



JOURNEY

Three things I am
sure about

Two things I am
not so sure about

One question I
would like to ask

321 Grid

Book Review Template

Characters:

(Who are they? Did you like them? How did they make you feel?)

Plot:

(What happened?)

Your Opinion:

(Did you like the book? What was your favourite part and why? Were there any funny or scary bits? Did you learn anything?)

Draw your favourite part of the story:



Your star rating for the book:



Vocabulary Word Map

Definition in Your Own Words:

Synonyms:

Antonyms:

Word

Use it Meaningfully in a Sentence:

Draw a Picture of it:

J O U R N E Y

Writing Curriculum Guidance

- Year 1
- Year 2
- Years 3 & 4
- Years 5 & 6

The whole curriculum is free to download from the Gov website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

JOURNAL

Year 1

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

J O U R N E Y

Year 2

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - 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.

J O U R N E Y

Years 3&4

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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Years 5&6

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors