



# A Writing Root for Wolves by Emily Gravett



**Literary Theme:** A twist in the tale  
**Mixed Age Theme(s):** Heroes & villains (1/2);  
Leaders & followers (2/3)

**Recommended Age:** Y2

**Cross-curricular Coverage:** Science (Y2 Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Text(s):** Wolves by Emily Gravett  
(and other non-fiction books about wolves – see attached list)

**Duration:** 3 weeks, 15 sessions

**Outcomes:** Captions, information writing, character descriptions and comparisons  
**Main outcome:** Non-chronological leaflet

**Overview and outcomes:** This is a three-week Writing Root in which children receive a letter from the library to say that a book they borrowed is now overdue (the letter found at the back of 'Wolves'. Taking the book back to the library, they meet a fairytale character (adult in role), either Goldilocks or one of the three little pigs. The character explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. Character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe. Phonics focus: Revision of /aw/ phoneme, e.g. claws, jaws. Learning of alternative spelling of known phonemes, e.g. /oo/ spelt 'o', e.g. wolves/wolf.

**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

## Writing Transcription (Spelling and Handwriting)

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## 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
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

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

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Answering and asking questions
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



### Vocabulary, Grammar & Punctuation

- 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]
- 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

### Writing (Composition)

#### **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 for different purposes

#### **Consider what they are going to write before beginning by:**

- 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

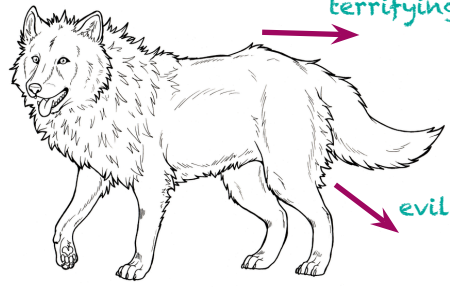


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) To select vocabulary to describe	<p><b>I can decide which words are most relevant to describe a character</b></p> <p><b>I can explain my choices, giving reasons</b></p>	<p>Children receive a letter from the library to say that a book they borrowed is now overdue (this is the letter found at the back of 'Wolves'). Have 'Wolves' book hidden in the book corner/class library. Search the classroom for 'Wolves' book, collecting any other wolf-based books that children find.</p> <p>Read 'Wolves' to class. What else do we know about wolves? Do you know any stories with wolves in them? Create a class list (to add to throughout the sequence) and add to working wall.</p>	Wolves text, zones of relevance resources	<p>Ask children what they already know about wolves?</p> <p><b>Zone of relevance:</b> Model completing a Zone of Relevance for the character of the wolf, using words such as hairy, gentle, evil. Orally model sharing an explanation for 'why', e.g. <i>Wolves are nasty, because they tried to eat the three little pigs.</i></p> <p>Children complete their own zone of relevance for wolves in pairs, giving reasons for each response. Give children words such as <i>hairy, gentle, nasty, crazy.</i></p>	<p>Share some of the children's responses from <b>Zone of Relevance</b>, asking them to give reasons. Were there any words that some children had on their outer zone and other children had on their inner zone?</p> <p>Photograph zones and stick pictures into children's books to use as a word bank for later in the sequence.</p>
2) To identify books on a theme	<p><b>I can find books about wolves</b></p> <p><b>I can find fiction and non-fiction books</b></p>	<p>Take the book back to the library (school or local). As you are handing the book back in, have a fairytale character appear (an adult in role), this could be either Goldilocks or one of the three little pigs, or another from a fairy tale known well by the children. The character explains that there are all sorts of 'rumours' (fiction), flying around about wolves; some people are saying they are good, others saying they are bad. The character then asks children to help them find out what is <b>fact</b> and what is <b>fiction</b> and if they can create a <b>leaflet</b> that will educate the townsfolk about wolves so that they can keep help keep the townsfolk safe.</p>	A selection of fiction and non-fiction texts	<p>At the library, search for books (fiction and non-fiction) about wolves, e.g. <i>Good Little Wolf, The Wolves in the Walls, The True Story of the Three Little Pigs, Fairy Tale News</i>, as well as some non-fiction texts, such as <i>Wolves: Our Wild World</i> by Laura Evert and <i>Wolves (National Geographic Readers)</i> by Laura Marsh. Ensure there is a good balance of fiction and non-fiction here.</p>	<p>Decide if we can help the fairy tale character or not. Write a shared letter to him/her explaining that we will be happy to help, but we need to find out some facts first. Ask him/her if s/he can write back with some of the facts/fiction that the townsfolk have been saying. Introduce terms <b>fact</b> and <b>fiction</b>.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary								
3) To distinguish between fact and fiction	<p><b>I can identify a fact sentence</b></p> <p><b>I can identify a fiction sentence</b></p> <p><b>I can give reasons why</b></p>	<p>A letter arrives back from the fairy tale character met at the library, which should contain a number of fact and fiction statements collected from the townsfolk, e.g.:</p> <table><tr><th>Fact</th><th>Fiction</th></tr><tr><td>has 42 teeth</td><td>blows down houses</td></tr></table> <p>Model putting some of these into two columns, 'fact' and 'fiction'. Ask children how we know whether these are fact or not.</p>	Fact	Fiction	has 42 teeth	blows down houses	<p>Fiction and non-fiction sentences</p> <p><i>Good Little Wolf book</i></p>	<p>Give children envelopes with the remainder of the fact or fiction sentences. Children to work in small groups to separate sentences into fact or fiction, e.g. 'wolves live in packs', 'wolves dress up as grandmothers'.</p> <p>Use the information gathered to write two paragraphs under the following subheadings:</p> <p><b>Facts about Wolves:</b></p> <p><b>Rumours about Wolves:</b></p>	<p>Read 'Good Little Wolf'. What is the difference between what we have read in 'Wolves' and 'Good Little Wolf'? Have some sentences ready from both texts and sort them into fact and fiction and add them to the shared chart. Add to working wall.</p>				
Fact	Fiction												
has 42 teeth	blows down houses												
4) To identify fiction and non-fiction books	<p><b>I can sort into fiction and non-fiction</b></p> <p><b>I can create fiction and non-fiction sentences</b></p> <p><b>I can identify features of non-fiction writing</b></p>	<p>Have the books collected from the library plus some additional books (see list at end of sequence for suggestions). Have two sorting hoops, labelled 'fact' and 'fiction'. Ask children to help you to sort the books into each hoop. How do we know which is fact and fiction? What things do we expect to see in a fiction/fact book?</p> <p>Create a shared list of features of fact and fiction books:</p> <table><tr><th>Fact books have:</th><th>Fiction books have:</th></tr><tr><td>index</td><td>story language (once upon a time)</td></tr><tr><td>glossary</td><td>story characters</td></tr><tr><td>sub-headings</td><td>illustrations</td></tr></table> <p>Display lists on working wall.</p>	Fact books have:	Fiction books have:	index	story language (once upon a time)	glossary	story characters	sub-headings	illustrations	<p>Sentence strips</p> <p>Sorting hoops</p>	<p>Children work in small groups and have a selection of fact and fiction books on their tables and labelled sorting hoops. Ask them to initially sort the books, using the list we have created and giving reasons.</p> <p>Once they have successfully sorted the texts, ask them to find fact and fiction from each to write on sentence strips, e.g.:</p> <div>Wolves have a good sense of smell.</div> <div>Wolves dress up as grandmothers.</div> <p>For less able writers, have sentence openers ready for children.</p>	<p>Which section of the chart would we place 'Wolves' by Emily Gravett? Why? Decide as a class where it should go, giving reasons.</p>
Fact books have:	Fiction books have:												
index	story language (once upon a time)												
glossary	story characters												
sub-headings	illustrations												

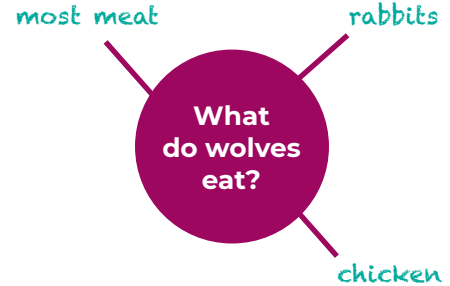


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) To describe using adjectives	<p><b>I can use adjectives to describe a character</b></p> <p><b>I can compare good and bad characters</b></p>	<p>Look at the following instructions for how to draw a wolf, explaining that children will need to draw their own wolves for their leaflets.  <a href="http://www.guardian.co.uk/childrens-books-site">http://www.guardian.co.uk/childrens-books-site</a></p> <p><b>Grammar splat:</b>            Do we think Nadia Shireen thinks wolves are good or bad creatures? Reread the first 12 pages of <i>Wolves</i>. Collect all the adjectives used to describe the wolf and add them to a <b>grammar splat</b> for adjectives.</p> <p>Model adding any adjectives from <b>zone of relevance</b>.</p>	<p>Wolf character splat</p> <p>Word bank</p>	<p>Chn begin by creating a character splat, using all the information we have gathered this week.</p>  <p>More able writers could have two outlines – one of a 'good' and one of a 'bad' wolf.</p>	<p>Are there any fact statements we could add to our character descriptions?</p> <p>Model making a word into a comparative, e.g. scary&gt;scarier.</p> <p>Model writing a sentence using a comparative, e.g. Scarier than a tiger, the wolf has 42 teeth.</p> <p>Are there any words that we cannot make into comparisons?</p>
6) To create a character description	<p><b>I can describe in detail using adjectives and other devices</b></p> <p><b>I can use a variety of sentence openers</b></p>	<p>Refer back to the character splat and other information collected about wolves from the week. Model writing a character description of the wolf, encouraging children to use a variety of sentence openers, e.g. comparative, -ly etc. Explain that we are going to avoid listing of adjectives, e.g. 'The wolf is scary. The wolf is evil...'</p>	<p>Word bank</p> <p>Writing scaffold</p>	<p>Chn create a character description of a wolf – more able create a character comparison of the good and bad wolf.</p> <p>Have word banks for sentence starters available on table, as well as access to <b>Zone of Relevance</b> and <b>Grammar Splat</b> words. Less able writers may benefit from the use of a scaffold.</p>	<p>Display an example of children's writing on visualiser/IWB. Identify the adjectives used. Have we used a range of sentence openers? Identify and edit, where necessary.</p> <p>Give children an opportunity to edit their own writing.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
7) To write fact sentences using cause and effect words	<p><b>I can write a fact sentence</b></p> <p><b>I can extend a fact sentence with a cause and effect words</b></p>	<p>Refer back to what we found out about non-fiction books, e.g. subheadings, fact sentences, not in time order (non-chronological). Use big books and selection of fact and fiction texts and add to list, e.g. 'cause and effect' words, present tense.</p> <p>Look at a range of cause and effect words (conjunctions, adverbs and prepositions) that can be used to link ideas: <i>so that, because, in order to, by</i></p> <p><b>Shared writing:</b> Ask children to select a fact sentence about wolves from the working wall, e.g. <i>Wolves live in packs</i>. Ask why they think wolves live in packs. If necessary, refer to non-fiction books. Now model choosing one sentence and adding a cause and effect words (conjunctions, adverbs and prepositions) to extend information, e.g. <i>Wolves live in packs so that they can stay safe</i>.</p>	Cause and effect word bank	<p>Children to select a number of fact sentences from working wall and extend them using a range of cause and effect words.</p> <p>Ensure children have access to word banks on their tables, as well as non-fiction books on tables.</p> <p><b>Jaws</b> – This is where a wolf's teeth are found.</p> <p><b>Teeth</b> – Wolves use these for ripping and chewing their food.</p>	<p>Show children some subordinate clauses from fact sentences written by children, e.g.:</p> <p><i>in order to keep warm</i></p> <p>Children have to 'guess' the main clause, e.g. <i>Wolves sleep by curling their bodies in a ball...</i></p>
8) To identify nouns  To create a glossary	<p><b>I can create a label for an object</b></p> <p><b>I can create a caption and explanation of an object</b></p> <p><b>I can identify nouns</b></p>	<p><b>Nouning:</b> Have a selection of wolf artefacts on display table, e.g. teeth, fur, tail, claws, jaw (phonics focus /or/ phoneme). Label these items. As a class, label each artefact. Explain that when you label an item, you are 'nouning' it, because nouns are names for objects.</p> <p><b>Shared writing:</b> Model writing a caption for one of the artefacts on display.</p>	Wolf artefacts	<p>Children research information about each of these artefacts in books. Make captions for each label, e.g. teeth: Wolves use these to rip into their food and chew it.</p> <p>As a guided group, work with children who you have identified as needing support with alphabetical order, to focus on alphebetising the artefacts, before creating shared captions.</p>	<p>Have captions written by the children for all of the items on the working wall. Model putting these items into alphabetical order and ask for children's help. Explain that glossaries give definitions or <b>technical</b> words.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
9) To plan a non-chronological report	<p><b>I can use a spider diagram</b></p> <p><b>I can ask questions</b></p> <p><b>I can match information to a subheading</b></p>	<p><b>Talk to the hand:</b> Explain that in a leaflet or non-chronological report, information is collected under subheadings and these are often questions. Pose the question: what would the townsfolk like to know about wolves? Use <b>talk to the hand</b> to collect questions that will eventually be used as subheadings for our leaflet. Collect these on working wall for use in the last part of the sequence.</p> <p>E.g.:</p> <p><i>What do Wolves Look Like?</i> <i>What do Wolves Eat?</i> <i>Where do Wolves Live?</i></p> <p>Show children the planning model for non-fiction (spider diagram). Model adding information for one of the questions to one of the bubbles.</p>	<p>Quiz questions</p> <p>Talk to the Hand resources</p> <p>Planning model for non-fiction</p>	<p>Children to choose two of the question types, e.g. <i>what</i> and <i>where</i> and research information in the non-fiction books or from information already discovered. Children to add to their planning models:</p> 	<p>Hold a 'wolves quick-fire quiz' to test children's knowledge about wolves so far. Ask them questions from <b>talk to the hand</b> as well as others, choosing information covered so far.</p>
10) To plan a non-chronological report	<p><b>I can match information to a subheading</b></p>	<p>Remind children of the planning model begun yesterday to plan their non-chronological reports (as a leaflet). Explain that, when they made the spider diagrams yesterday, they were beginning to plan their leaflets.</p>	<p>Planning model for non-fiction</p>	<p>Children to complete their planning models, adding information to each question type, e.g. <i>why</i>, <i>how</i> and <i>when</i>.</p>	<p>Read and share some report introductions. Can we identify the features of a good introduction?</p>
11) To combine information in a paragraph	<p><b>I can write a subheading</b></p> <p><b>I can write a paragraph of a non-chronological report</b></p> <p><b>I can use a range of sentence openers</b></p>	<p><b>Shared writing:</b> Model writing the first paragraph under the subheading 'What do wolves eat?', using the sentence opener 'some people think' e.g. <i>Some people think that wolves like to eat pigs. In fact, wolves eat mainly...</i> Ensure that a range of sentence openers and cause and effect words are used in modelled writing and maintain consistent tense throughout.</p>	<p>Word bank</p> <p>Sentence openers</p> <p>Writing scaffold</p>	<p>Children write their own two paragraphs under the same or similar subheading from shared writing. Ensure children have vocabulary available, e.g. cause and effect words and descriptive vocabulary.</p>	<p><b>Peer Editing:</b> Children identify the sentence openers used by children and suggest improvements.</p>



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>12) To combine information in a paragraph</p> <p>To write comparative sentences</p>	<p><b>I can use comparative adjectives</b></p> <p><b>I can write a paragraph of a non-chronological report</b></p>	<p><b>Shared writing:</b> Model writing the next paragraph under the subheading 'What do wolves look like?', using comparative sentence openers, e.g. <i>Scarer than tigers, wolves have 42 teeth, so that they can rip apart their food.</i> Ensure that a range of sentence openers and cause and effect words are used in modelled writing</p>	<p>Word bank</p> <p>Sentence openers</p> <p>Writing scaffold</p>	<p>Children write their next 2 paragraphs under the same or similar subheading from shared writing. Ensure children have vocabulary available, e.g. 'cause and effect' words and descriptive vocabulary.</p>	<p>Self-assessment. Children identify the comparative sentence openers in their writing with a highlighter.</p>
<p>13) To introduce a theme or topic</p> <p>To conclude a theme or topic</p>	<p><b>I can write an introduction to a report</b></p> <p><b>I can use if, then, sentences</b></p>	<p><b>Shared reading:</b> Read an introduction to a report and refer to the plenary discussion from session 10. What makes a good introduction?</p> <p><b>Shared writing:</b> Model writing an introduction to a report about wolves, referring to fairy tale myths, e.g. :  Some people think wolves are only in fairy tales, like <i>The Three Little Pigs and Little Red Riding Hood.</i> But, wolves are real animals that live all over the world.</p>	<p>Word bank</p> <p>Sentence openers</p> <p>Writing scaffold</p>	<p>Children write the introduction to their report. Ensure children have vocabulary available, e.g. 'cause and effect' words and descriptive vocabulary. Some children will benefit from having a scaffold with the same sentence openers used during shared writing.</p>	<p><b>Mini-Plenary:</b> Stop the children after writing the introduction and model a simple conclusion to the report, e.g. using an <i>If...then...</i> sentence.</p>
<p>14) To edit and improve writing</p>	<p><b>I can improve my writing</b></p> <p><b>I can publish my work</b></p>	<p>Allow plenty of time at the end of the planning sequence for children to edit their reports, before publishing them as leaflets. Model using the edited and improved writing (e.g. from working wall) to create a published leaflet. Model using the correct order, e.g. beginning with introduction, then subheadings, finishing with a conclusion.</p>	<p>Word bank</p> <p>Sentence openers</p> <p>Writing scaffold</p>	<p>Children publish their reports as leaflets to present to the fairy tale character upon his/her return.</p>	<p>Show children some labelled diagrams and refer to 'artefacts' table. Model drawing and creating a labelled diagram. Children to add one to their leaflet.</p>




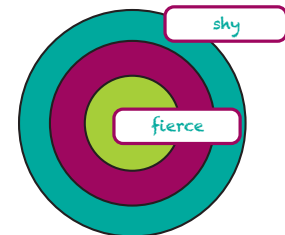
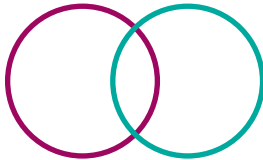


Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
15) To create a glossary	<p><b>I can create a glossary</b></p> <p><b>I can identify technical vocabulary</b></p>	<p>Refer back to artefacts and captions on the working wall.</p> <p><b>Shared writing:</b> Model creating a glossary from the artifacts and captions created. Add any additional technical vocabulary that is appropriate.</p>	<p>Word bank</p> <p>Sentence openers</p> <p>Writing scaffold</p>	Children to add a glossary to their finished leaflets, adding their own technical vocabulary where appropriate.	At the end of the sequence, the fairy tale character returns to collect leaflets. Allow for the children to share the information they have collected. Are wolves <i>really</i> bad?




## 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 choose words appropriate to a topic or theme</p> <p>Y3) To rank the effectiveness and relevance of vocabulary</p>	<p><b>On the Dot or Not</b></p> <p>Children to complete an On the Dot or Not activity to decide upon vocabulary that they think either describes wolves or not, e.g.</p>  <p>Have words like <i>fierce, gentle, rough, kind, nice, quiet, dangerous.</i></p>	<p>Children to complete the <b>Zone of Relevance</b> activity and then use the words sorted to write a description of wolves. Encourage children to use conjunctions such as <i>but, although</i> and <i>whilst</i> to create a contrast between the two words, e.g.</p> <p><i>Although wolves are thought to be fierce, they are very gentle with their cubs.</i></p> 
<p>Session 2</p> <p>Y1) To sort books by topic and content</p> <p>Y3) To rank the effectiveness of non-fiction books and explain why</p>	<p>Instead of visiting the library, in a small group (with an adult if possible), have children sort a set of books – some about wolves and some not. There could be a mixture of fiction and non-fiction in the selection. Use sorting hoops to group those 'About wolves' and 'Not about wolves'.</p>	<p>Children to collect the books found in the library by the Y2 children and to rank the books into those they think will garner the best information for us. Children to come up with a list of qualities they would like to see in the books first, e.g.</p> <ul style="list-style-type: none"> <li>• Quality illustrations with captions</li> <li>• Good vocabulary (but not too difficult)</li> <li>• A balance of images and text</li> </ul> <p>Children to feed back at the end which they found best and least good and explain why.</p>
<p>Session 3</p> <p>Y1) To sort fact and fiction sentences</p> <p>Y3) To use conjunctions <i>when, if, that, because</i> to create descriptive sentences</p>	<p>Children to have simple sentences of fact and fiction about wolves to sort into two hoops, e.g.</p> <p><i>Wolves can chop down trees.</i></p> <p><i>Wolves dress in clothes.</i></p> <p><i>Wolves have 42 teeth.</i></p>  <p>For children who are able, the hoops could cross over to form an intersection.</p>	<p>Show children a sentence about wolves on a sentence strip, e.g.</p> <p><i>Wolves have forty two teeth</i></p> <p>Give children the following conjunctions and ask them to finish the sentence orally:</p> <p><i>when if that because</i></p> <p>Children to write a paragraph of 'Rumours' and 'Facts' about wolves, using a range of conjunctions to extend their ideas, e.g. <i>when, if, that, because.</i></p>



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions									
<p>Session 4</p> <p>Y1) To sort books into fiction and non-fiction</p> <p>Y3) To sort fiction and fiction books and identify facts about different topics</p>	<p>Give children some fact/non-fiction books and ask them to look for the features identified in the whole class section. Do all books have all the features? If not, how else might you know they are fact books?</p> <p>Ask children to find at least one good fact from each book and write it on a sentence strip.</p>	<p>In small groups, ask children to initially sort the books into two piles (they may want to create a crossover pile or intersection for 'Wolves' by Emily Gravett). Once they have done this, ask them to find a fact about each of the following topics from each book:</p> <p><i>What does a wolf look like?</i>  <i>Where do wolves live?</i>  <i>What do wolves eat?</i></p> <p>Children to share their facts with the group.</p>									
<p>Session 5</p> <p>Y1) To identify facts about a topic</p> <p>Y3) To use noun phrases to create fact sentences.</p>	<p>Give children some key vocabulary and facts and ask them to add it to the image of the wolf, e.g.</p> <div> <div>have 42 teeth</div> <div>live in woods</div> <div>mainly eat meat</div> <div>have sharp claws</div> </div>	<p>Give children two images, one of the 'fictional' wolf and one of the real wolf and ask them to create character splats for both of the wolves. Ask children to use noun phrases as opposed to adding single adjectives or nouns onto the images and to write the facts as sentences, e.g. <i>Have long, sharp claws.</i></p>									
<p>Session 6</p> <p>Y1) To write a factual description</p> <p>Y3) To use comparative conjunctions and adverbs to describe and compare</p>	<p>Children to use the facts sorted in the previous session to write a description of a wolf. Encourage children to include words from their <b>On the Dot or Not</b> task and the wolf facts from session 3.</p>	<p>Children to begin to create a wolf character description to be written for a news report about wolves to warn the public. Use the information collected in the previous session. Children to use different conjunctions and adverbs to contrast the information between the two types of wolves, e.g.</p> <p><i>Wolves have long, sharp claws. However in story books they sometimes use axes instead!</i></p> <div> <div>however</div> <div>although</div> <div>but</div> <div>whilst</div> </div>									
<p>Session 7</p> <p>Y1) To spell words using known phoneme/grapheme correspondences</p> <p>Y3) To use the present perfect tense to write the final part of a character description</p>	<p>Children to label parts of a wolf using known phoneme/grapheme correspondences. Give children a phoneme frame where appropriate.</p> <div>  <table border="1"> <tr> <td>f</td><td>ur</td><td></td></tr> <tr> <td>t</td><td>ai</td><td>l</td></tr> <tr> <td>j</td><td>aw</td><td>s</td></tr> </table> </div>	f	ur		t	ai	l	j	aw	s	<p>Children to complete their character description using a sentence in the present perfect tense, e.g. using has/have + past participle:</p> <div> <div>have</div> <div>+</div> <div>been</div> <div>+</div> <div>spotted</div> </div> <p><i>Wolves have been spotted in the local woods.</i></p>
f	ur										
t	ai	l									
j	aw	s									



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions				
<p>Session 8</p> <p>Y1) To write definition sentences</p> <p>Y3) To use vocabulary to create a glossary</p>	<p>Children to make a simple glossary by writing out the words from the previous session and writing a sentence to describe it, e.g.</p> <table><tr><td>jaws</td><td>The wolf chews its food with its jaw.</td></tr><tr><td>fur</td><td>Fur keeps the wolf warm in the cold.</td></tr></table>	jaws	The wolf chews its food with its jaw.	fur	Fur keeps the wolf warm in the cold.	<p>Give children some key terms from a wolf's anatomy and ask them to begin making a simple glossary of terms to describe each part, e.g.</p> <div><p>muzzle</p><p>canines</p><p>hind</p><p>mandible</p></div> <p>You may wish to focus on the -le spelling pattern for Y3 this week.</p>
jaws	The wolf chews its food with its jaw.					
fur	Fur keeps the wolf warm in the cold.					
<p>Session 9</p> <p>Y1) To write questions using question marks</p> <p>Y3) To plan a non-fiction report</p>	<p>In pairs, children to use <b>talk to the hand</b> to orally rehearse questions they want to write about the wolf and write them on a sentence strip. Aim for around 4 questions.</p> <div><p>What do wolves eat?</p></div>	<p>Children to create a planning model (spider diagram) containing 5 questions they would like to answer in their non-fiction leaflet.</p> 				
<p>Session 10</p> <p>Y1) To write information sentences using <i>and</i></p> <p>Y3) To plan a non-fiction report including key information</p>	<p>Children to begin writing responses to each question, based on their research over the last two weeks. This would work best as a guided group. Model writing the first one for children, e.g.</p> <p>What do wolves eat? Wolves sometimes eat deer and moose. They like juicy meat.</p> <p>You may want children to write these straight onto their leaflet format instead of publishing later.</p>	<p>Children to continue to populate their spider diagrams with information about wolves gathered over the previous two weeks to add to their spider diagram, e.g.</p> 				
<p>Session 11</p> <p>Y1) To use an exclamation mark to demarcate the end of a sentence</p> <p>Y3) To write a non-fiction report using conjunctions and noun phrases</p>	<p>Children to write the next sections of their report by choosing a question and writing the answer. Model writing one for children using an exclamation mark for a surprising fact, e.g.</p> <p>Where do wolves live? Wolves live in forests and woods. Some wolves stay in cities!</p>	<p>Children to write the first paragraph of their leaflet, e.g. What do wolves eat? Ensure children use a range of conjunctions and noun phrases within their reports.</p>				



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 12</p> <p>Y1) To use the conjunction but in a sentence</p> <p>Y3) To write a non-fiction report using paragraphs</p>	<p>Children to write the final section of their report. Model writing this for children using an exclamation mark for a surprising fact, e.g.</p> <p><i>Where do wolves live? Wolves live in America and Asia. They also live in Europe but they do not live in England!</i></p>	<p>Children to write the first paragraph of their leaflet, e.g. What do wolves eat? Challenge children to write a present perfect sentence in their reports, e.g.</p> <p><i>Wolves have been known to live in cities, however most prefer forests and woods.</i></p>
<p>Session 13</p> <p>Y1) To create an illustration with a caption</p> <p>Y3) To use questions as subheadings to engage a reader</p>	<p>Children to create an illustration to go alongside their leaflet then label it and add a caption.</p>	<p>Children to finish writing the main sections of their reports, ensuring they have organised the writing into paragraph-like sections. Give children the opportunity to add an additional question, e.g.</p> <p><i>How are real wolves different to the ones in fairytales?</i></p>
<p>Session 14</p> <p>Y1) To publish and make simple edits to writing</p> <p>Y3) To create an introduction and conclusion paragraph</p>	<p>Children to collate their non-fiction leaflets, adding the glossary written in session 8 and the illustration(s) they have created. If they are ready, children may want to do some simple editing using a coloured pencil.</p>	<p>Children to write the introduction and conclusion to their report. What questions could we use as subheadings here to really draw our reader in and make them want to read the whole leaflet?</p> <p>Show children the <b>Talk to the Hand</b> prompt with would, should, could questions and suggest they use one of these.</p>
<p>Session 15</p> <p>Y1) To publish and present writing, reading sentences out loud</p> <p>Y3) To publish writing for a reader</p>	<p>Children to present their leaflets to other children from the class or within the school, ideally reading the sentences they have written out loud.</p>	<p>Children to publish their leaflets, e.g. using A3 paper folded into 3, adding in any images and captions that might help the reader understand the information. Ensure they add the glossary from session 8 at the end. These leaflets can be presented to other children in the school.</p>



# Glossary

**Working Wall** – An ongoing display inside the classroom, where the process of writing is demonstrated through the addition of examples of writing and visuals, to be referenced by both teachers (during the modelling process) and children (during the writing process). This often reflects the different parts of the planning sequence.

**Grammar Splat** – Use the text to identify 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.

**Talking Partners** – usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

**Talk to the Hand(s)** – A strategy for prompting questions based on a text or context using question starters, e.g. interrogative pronouns such as who, what or when or modals such as would, should or could.

**Zone of Relevance** – A strategy for activating dormant 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 or character.

**Independent Writing** – Children write with a greater degree of independence, although they may still use resources such as the working wall, vocabulary prompts or writing scaffolds to support where necessary.

**Editing and Improving and Publishing** – Use response partners to develop revising and checking. Show examples to the whole class so that children can talk about their writing, e.g. using visualiser. Pupils mark in a colour where they have used a feature and comment on success of writing. Decide how writing will be published.

**Teacher-in-Role** – Teacher takes on a role from the text.

**Writing-in-Role** – Whilst in role, teacher models writing as a character from the text.

## Shared Writing (may refer to):

**Modelled Writing** – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

**Teacher as Scribe** – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

**Supported Writing** – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



# Suggested book list for 'Wolves':

## Fiction:

**Wolves** – Emily Gravett.  
**Good Little Wolf** – Nadia Shireen  
**Three Little Pigs** – Richard Johnson  
**Beware of the Storybook Wolves** – Lauren Child  
**The True Story of the Three Little Pigs** – Jon Scieszka and Lane Smith  
**The Three Little Wolves and the Big Bad Pig** – Eugene Trivizas and Helen Oxenbury  
**The Three Little Pigs** – David Wiesner  
**Little Red Riding Hood** – Lari Don and Célia Chauffrey  
**Little Red** – Lynn Robert  
**The Last Wolf** – Michael Morpurgo  
**The Three Little Javelinas** – Susan Lowell  
**Bear and Wolf** – Daniel Salmieri  
**The Wolves in the Walls** – Neil Gaiman  
**The Last Wolf** – Mini Grey  
**The Last Wolf** – Michael Morpurgo

## Non-Fiction:

**Walk with a Wolf** – Janni Howker  
**Wolves (Our Wild World)** – Laura Evert  
**Wolves (National Geographic)** – Laura Marsh  
**Face to Face with Wolves** – Jim Brandenburg  
**Wolves** – William J Ripple  
**Baby Wolves** – Bobbie Kalman  
**Watchful Wolves** – Ruth Berman  
**Wolf** – Michael Leach



# Grammar splat

## Adjective

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

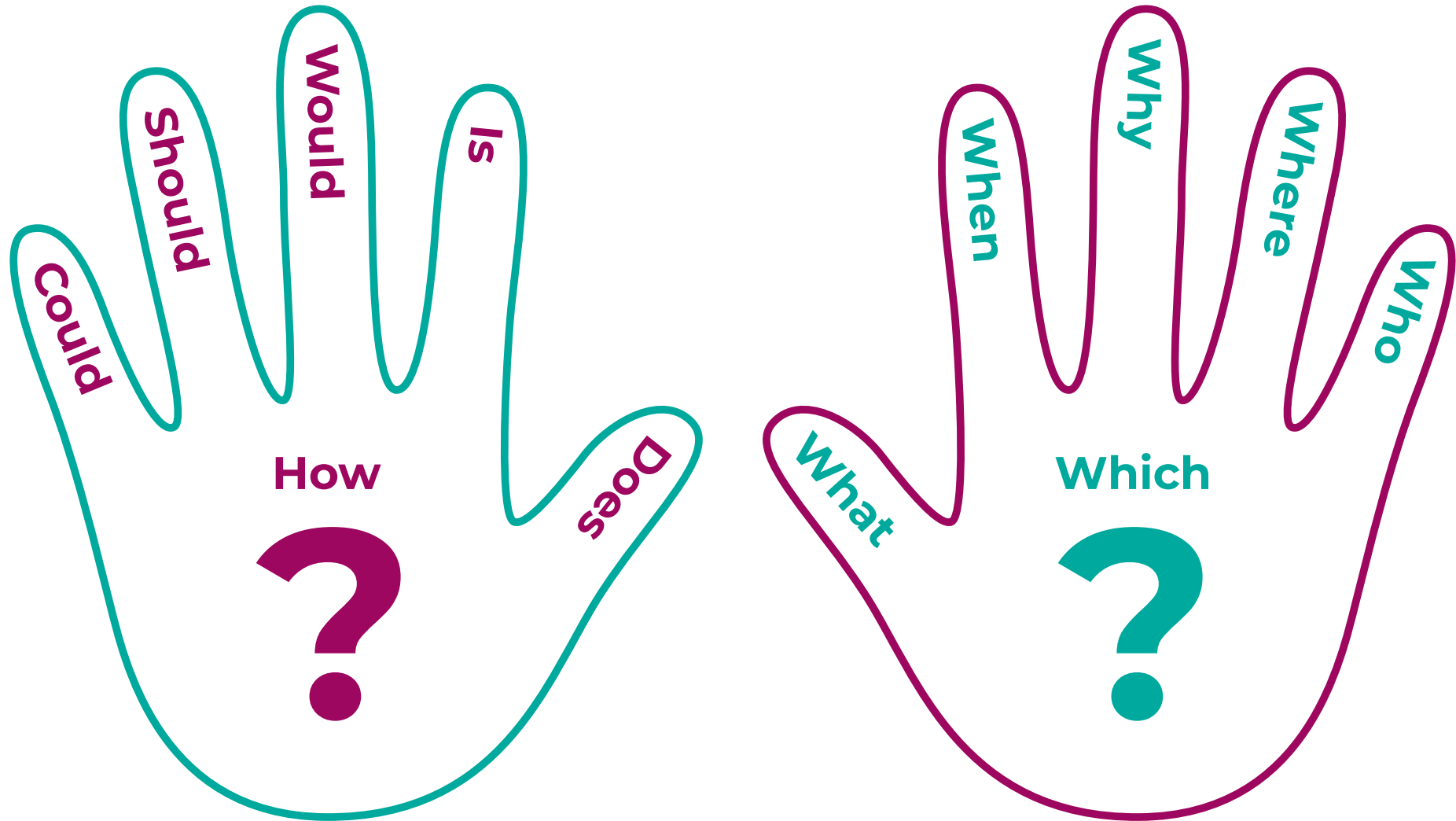
*Old, blue, busy, careful and horrible* are all adjectives.

Adjectives either come before a noun, or after verbs.



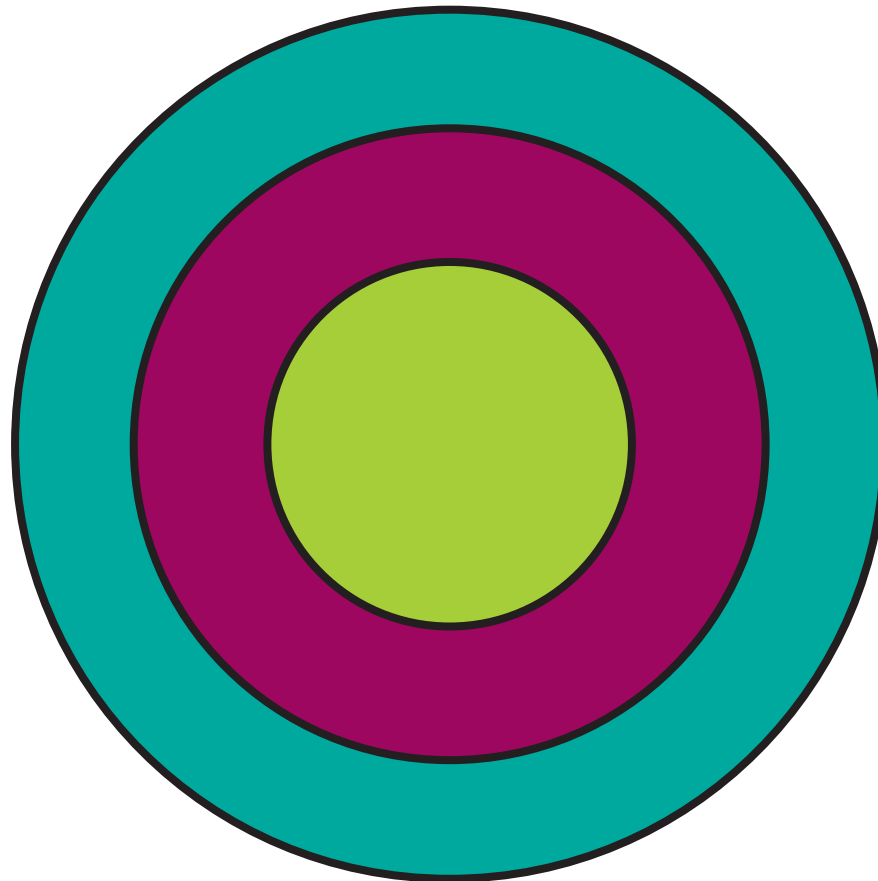


# Talk to the hand



# Zone of relevance

hairy	nasty	gentle	grizzly
menacing	threatening	mean	dangerous
large	peaceful	angry	vicious
tame	friendly	calm	hostile
kind	shy	awful	vile



# Planning model for non-fiction

