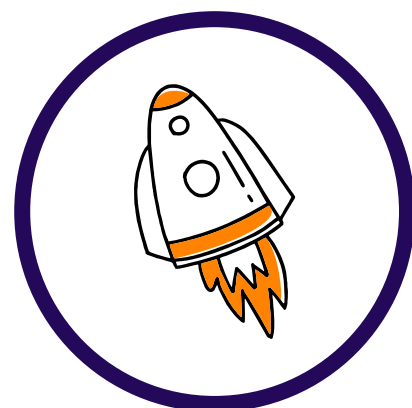


Planning your literacy unit



Step 1

Outcomes

Decide

What do I want my pupils to produce?
What is my model/source text?



Step 2

**Success
criteria**

Define

What does a successful outcome look like?
What do my pupils need to learn (objectives)?
What opportunities for cross-curricular work are there?



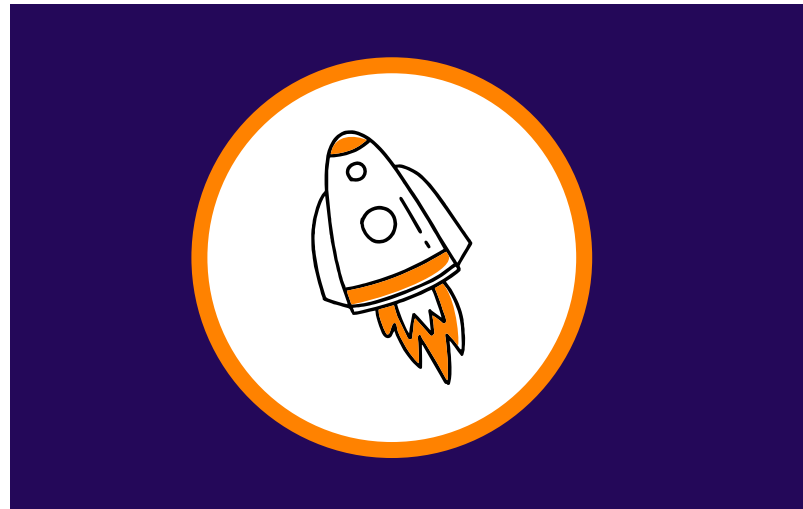
Step 3

**Learning
path**

Design

How will pupils achieve the objectives from **Step 2**?

Planning your literacy unit



Bilingual Education Programme

Primary literacy planner: Year 4

Outcomes

In this step, you identify what you would like your pupils to produce, for example:

- a story
- a poem
- a diary entry
- a presentation
- a scene from a play

This **outcome** should be related to the text you are working with, either because it is similar to it in structure or because it takes information from the text and uses it as the content for the pupils' own piece of work.

Remember that pupils can produce a written or oral text!

Here is an example:

What do I want my pupils to produce?

- Pupils will be able to write their own version of the story.

What is my model / source text?

- John Patrick Norman McHennessy, the boy who was always late, by John Burningham

Bilingual Education Programme

Primary literacy planner: Year 4

Story: John Patrick Norman McHennessy, the boy who was always late, by John Burningham

Literacy outcome: Pupils will be able to write their own version of the story

Success criteria



WORKING TOWARDS EXPECTATION	WORKING AT EXPECTATION	EXCEEDING EXPECTATION
• I sometimes recognize the difference between regular and irregular verbs and use them occasionally. • With help I can invent some problems and solutions for my story. • I can recognize that speech marks indicate a conversation, and I can sometimes use them effectively. • I work in a group and on occasion offer ideas. • I make some kind of contribution to the performance of the story in groups.	• I recognize when to use some verbs in the past tense and I can write some of them correctly. • I can follow the structure of the story and invent some problems and solutions for my own version. • I can use speech marks and sometimes structure a conversation changing lines when a new character speaks. • I work relatively well in a group and sometimes give ideas. • I contribute to the performance of the story in groups.	• I recognize when to use most verbs in the past tense and I can write most of them correctly. • I can follow the structure of the story and invent problems and solutions for my own version. • I know when to use a speech mark and can structure a conversation changing lines when a new character speaks. • I work effectively in a group and actively give ideas. • I initiate ideas. • I take a lead role in the performance of the story in groups.

Planning your literacy unit

Bilingual Education Programme

Primary literacy planner: Year 4

Story: John Patrick Norman McHennessy, the boy who was always late, by John Burningham

Literacy outcome: Pupils will be able to write their own version of the story

Objectives

- Understand and respond to the main themes in the story (not being heard or believed, being punished unfairly). **RC3, RC5**
- Present research findings in class. **SpL3**
- Use intonation to convey meaning/feelings during read-aloud. **WdR4**
- Learn about how the simple past is used and be able to identify regular and irregular verbs. **VGP5**
- Use the past tense. **VGP5**
- Use speech marks to indicate the conversation. **VGP3, VGP4**
- Invent the content of their story based on the original structure of the story. **WC2, WC3b**
- Make predictions about what is going to happen in the story. **RC4**
- Plan a story. **WC1**
- Perform their story to the class in groups. **RC2**



Bilingual Education Programme

Primary literacy planner: Year 4

Story: John Patrick Norman McHennessy, the boy who was always late, by John Burningham

Literacy outcome: Pupils will be able to write their own version of the story

Cross-curricular opportunities for learning



ART, DESIGN AND TECHNOLOGY	HISTORY AND GEOGRAPHY	PERSONAL, SOCIAL AND HEALTH EDUCATION
• Explore how illustrations are used to convey feelings (use of colour and size). • Illustrate your own pages of a book based on what we know about the characters. • Create an ebook using different apps to record (ebook creator).	• Compare how schools have changed over the ages. • Explore if and how children were disciplined in the past.	• Discuss and explore how we feel when we are not believed. Share experiences and talk about feelings. • Discuss the concept of punishments, do we think punishing children is a good thing?

Planning your literacy unit

Bilingual Education Programme

Primary literacy planner: Year 4

Story: John Patrick Norman McHennessy, the boy who was always late, by John Burningham

Literacy outcome: Pupils will be able to write their own version of the story

The learning path

In this step you plan the coherent sequence of activities that will enable your pupils to build the essential knowledge and literacy skills to produce their best outcome (oral or written). A successful learning path is coherent and aligned to steps 1 and 2.

Here is a simple 3 phase framework to sequence the tasks in the learning path:

ENGAGE: Get pupils interested and start exploring the source/model text.

CHALLENGE: Challenge the pupils and move learning forward.

PRODUCE: Pupils produce their own text, and this is evaluated.



ENGAGE

1. Looking at the front cover to generate curiosity.

Teacher to show the front cover of the book.

What can the children see? Can they describe what they see? Teacher asks questions based on the front cover:

- What characters can you see? Where do you think the characters are? In what era do you think they are, is it modern or 'old fashioned'? Where is the story set? (a school).
- Read the title, discuss differences in names (In some countries we have first name and middle names and normally one surname. How does this differ in Spain?)
- Describe the teacher, why does he not look human?
- How do you think the small boy character feels? (scared, intimidated, worried etc.) Compare how the illustrator presents the boy and the teacher differently and why he does this (teacher made to look huge and monster-like). What do you think is happening in the picture? Read the title to get clues 'the boy who was always late'.

2. Thinking about schools in the past and in the present

Ask your parents and grandparents about their school experiences. Prepare a simple questionnaire in class to find out about the differences between schools in the past and schools in the present time. Examples: Were you ever punished? What were you punished for? What kind of punishments were there? Were you ever scared of the teacher? Feedback your research to the class. Pupils present their research orally to the class and discuss how things have changed over the past.

3. Understanding the characters

Observe and discuss in groups the illustrations and the use of colour and detail in some pictures and lack of colour and detail in others, what is the illustrator trying to convey? The boy has no colour and is in a room with no furniture, this reflects how sad and desolate he feels with his situation.

Planning your literacy unit

CHALLENGE **1**

4. Imitating the text: Reading with role-play

Read the story from start to finish, allowing children to take part in reading the different characters and identifying how the use of speech marks indicates which character is talking. Experiment with volunteers using different voices to illustrate how each character feels. Who can be the angriest teacher and who can intimidate the boy the most. Get pupils to come out to the front in pairs and take turns delivering the dialogue. Ask the children to act out their punishments, (standing in a corner and reciting the lines) How do you feel? How do you think the character feels? (sad, lonely, unjust, angry, misunderstood etc). Take turns playing each character.

Making predictions: Make predictions throughout the reading, as to what will happen next.

5. Deepening understanding of the story

Using dictionaries, search and look for meaning for some of the key words in the story that are associated with a particular time in the past (desk, satchel, cane, buckle, punishment, lines, stand in corner, 'there are no such things as..' 'you must..'etc.).

Speaking activities where pupils share their examples and experiences of when they had been punished and when they felt that a punishment was unfair, and discuss their feelings and emotions (highlighting adjectives to describe this: sad, angry, fed-up, lonely, annoyed, enraged..)

CHALLENGE

2

6. Understanding key concepts in the story – comparing things

Problems and Solutions

After reading, **define together** what are the main events or problems that the boy encounters on his way to school that cause him to arrive late, with the main aim for the pupils to **understand clearly how the story is structured** for later innovation of text. Focus on new vocabulary and phrasal verbs to clarify understanding.

Problems

- A crocodile got hold of his satchel.
- A lion tore his trousers.
- A tidal wave swept him off his feet.

After that, describe what he had to do in order to get away from the problem and arrive at school.

Solutions

- He had to throw his glove so the crocodile would let go.
- He had to climb a tree and wait for the lion to lose interest.
- He had to cling onto the rail and wait for the water to go down.

7. Understanding the grammar

Identify some of the verbs used in the text. Explore the difference between verbs in the past and in the present. Use teachable moments to explore the difference between past simple regular and irregular verbs. eg. threw, tore, snapped at, hurried, came, etc.

2

Planning your literacy unit

PRODUCE

1

8. Find a new title

In working groups of 3-4 pupils, brainstorm alternative titles to the story using the same structure of the original.

Original example: John Patrick Norman McHennessy, the boy who was always late

Alternative example: Sara Irene Verónica Fernández, the girl who was always late

9. Problems and Solutions

Working on the original structure of the story with three main problems that the character encounters along his way to school, brainstorm and write down three possible alternative problems that can happen to your character on the way to school.

Original example: A crocodile got hold of his satchel and he had to pull and pull but the crocodile would not let go.

Alternative example: A T-Rex came out of a factory and stamped on his lunch box.

Follow the same process for the solutions:

Original example: He had to throw his glove so the crocodile would let go.

Alternative example: She had to go home and get a new lunch box.

Planning your literacy unit

PRODUCE

2

10. Inventing Punishments

In groups invent a series of alternative and creative punishments that the teacher would give to the character for being late. Ask each group to feed back their inventions to the class and create a 'punishment bank' for future use.

Original example: You have to copy 500 times. "I must not tell lies about crocodiles coming out of drains and I must not lose my glove".

Alternative example: You have to run around the playground dressed as a fluffy yellow duck quacking until the break time ends.

In a large group, clarify how the story is structured (3 problems, 3 solutions, each time the character goes to school he is punished and the day repeats itself 3 times).

11. Story Mapping

Using a large planning sheet in groups pupils write their own version of the story. Success criteria is given beforehand (use verbs in the past, use speech marks when a character is talking, invent three problems and solutions and follow the pattern of the story and invent a creative ending where something happens to the teacher at the end).

1

12. Transcription and Illustration

After revision and correction, the story map is transcribed onto pages and each group creates a book. Individual pupils take charge of an equal number of pages and write out the text and illustrate the pictures according to how the characters feel and what emotions they want to portray to the reader.

3

Planning your literacy unit

PRODUCE

3

13. Performance and appreciating classmates' work

Each group reads aloud their story to the rest of the class and this is recorded to share with parents.

Possible extensions: make an ebook using Ebook creator recording their voices while reading each page.

See some finished examples!

Julia Ahinara Van Laar Gomez,
The girl who was always late

Jamie Mateo Raúl Pérez,
The boy who was always late

Mario Roberto Navarro Fernández,
The boy who was always late

Planning your literacy unit

LITERACY PLANNING TOOL

Step 1: Outcomes	The model / source text
	Pupils are going to produce ...
	Link between the outcome and the model / source text

Step 2: The Success Criteria	What a successful outcome looks like
	Our learning objectives
	Links to other areas of the curriculum

Planning your literacy unit

LITERACY PLANNING TOOL

Step 3: The Learning Path	ENGAGE - Phase 1 activities
	CHALLENGE - Phase 2 activities
	PRODUCE - Phase 3 activities