

English Learning Journey – Where My Wellies Take Me.

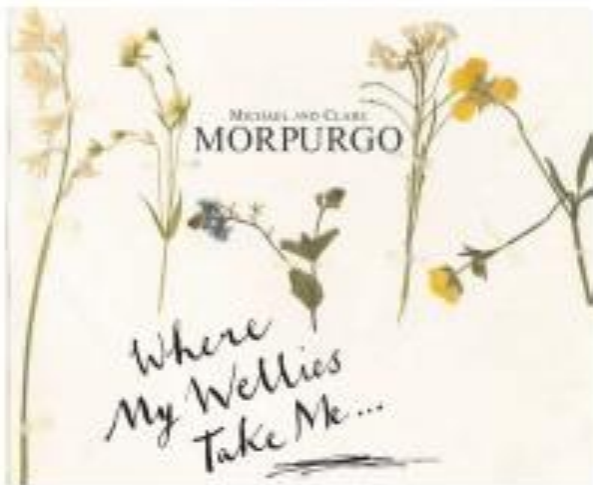
This sequence is developed using the book:

‘Where My Wellies Take Me...’ by Clare and Michael Morpurgo

(<https://www.lovereading4kids.co.uk/book/10544/Where-My-Wellies-Take-Me-by-Michael-Morpurgo-Clare-Morpurgo.html>)

Lesson 1a – Responding to the text and pictures.

Have a look at the front cover and pictures from the beginning of the book.



Collect ideas about the book, considering clues that are in the pictures:

- Where is the book set?
- What characters might be in the book?
- What the characters might do?

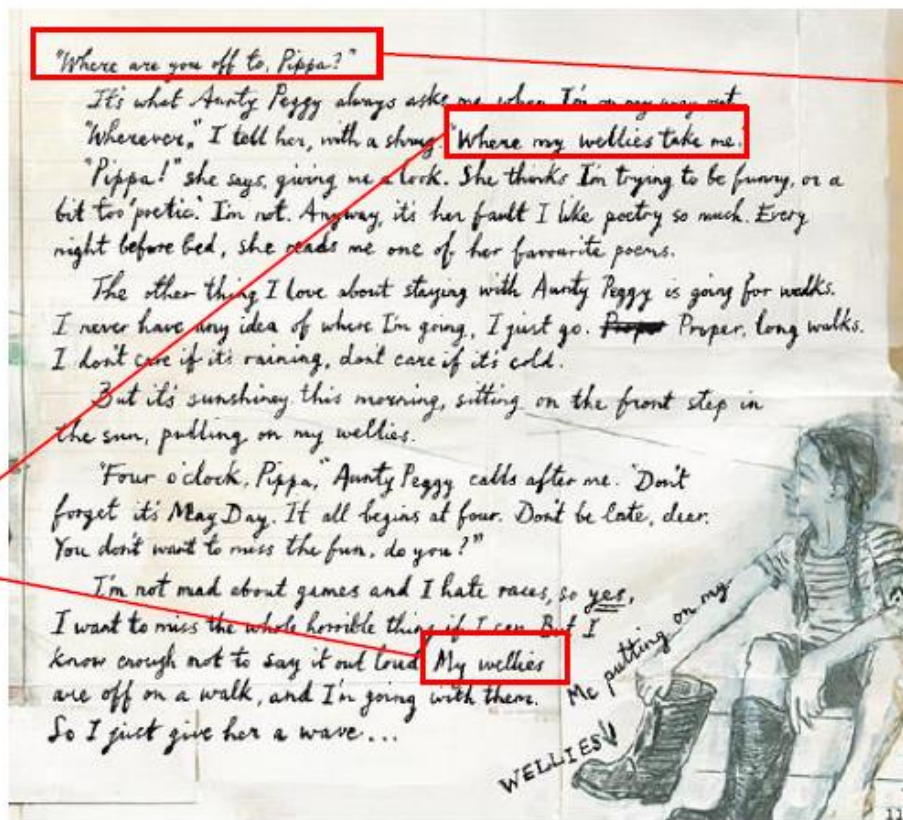
Lesson 1b – Text marking: Read aloud, Think aloud.

Read the first page of the book. You could do this with a friend or relative!

What clues are in the text, which support your ideas from the pictures (Lesson 1a).

Starting with a question

Repetition



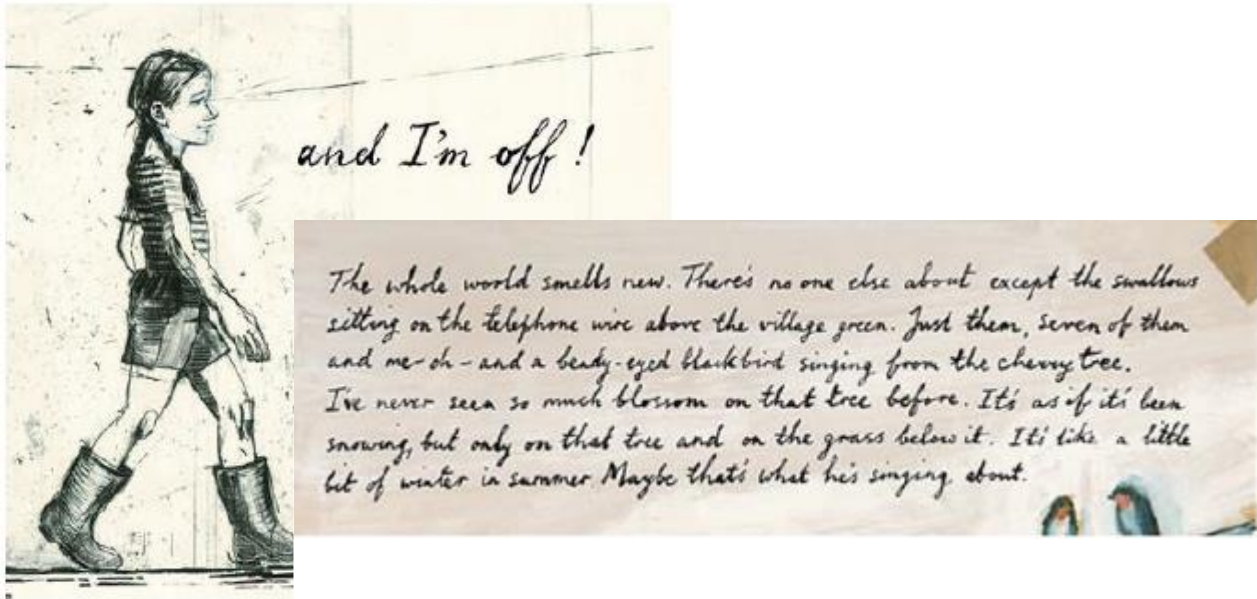
Use the table below to record your ideas. There is an example to get you started...

| Text | What does it tell me |
|-------------------------------|---|
| "Where are you off to Pippa?" | The main character is a girl called Pippa. Someone wants to know where she is going. |
| "Where my wellies take me" | |
| | |
| | |
| | |



Lesson 2 – Collect words and phrases that capture the reader’s interest.

Read the extract that describes Pippa’s first walk:




Now complete a **senses grid** that shows what she saw, heard, smelt, felt and tasted.

Here are 2 options of how you *could* lay out your learning:

Pippa...

| saw: | smelt: | heard: | tasted: | felt: |
|------|--------|--------|---------|-------|
| | | | | |
| | | | | |

| | | | | |
|--|---|---|--|---|
|  |  |  |  |  |
| | | | | |

Lesson 3 – Build descriptive vocabulary.

- 1) Decide where you are going to go for a walk and **choose the footwear** that best suits that walk:



Where my flip flops take me ...

Where my slippers take me ...



Where my trainers take me ...



Where my wellies take me ...



- 2) Go out for a walk **and use your senses to collect information** about what you see, hear, smell, touch and maybe taste on you journey.

(If you can't go for a walk, put on your slippers and take a walk around your house...)

- 3) **Build a 'word wall'** of all the things you saw and collected on your walk. Remember to use descriptive vocabulary!

| | | |
|-------------------------|---------------------------|--------------|
| emerald green leaves | | |
| | | |
| | delicate yellow petals | |
| | | |
| | | cobbled path |

- 4) Once you have completed this, write descriptive sentences to describe the walk that you went on. See the example below:

High above my head, the gentle breeze rustles the emerald green leaves.

Lesson 4 – Logically sequence a piece of writing.



For this lesson, you need to **sequence the places you visited, and the things you saw.**

This *could* be done by drawing and annotating a map of the walk.

Talking through my walk first may help you to make sure it's in the right order, and make sure you use descriptive sentences from Lesson 3. 😊

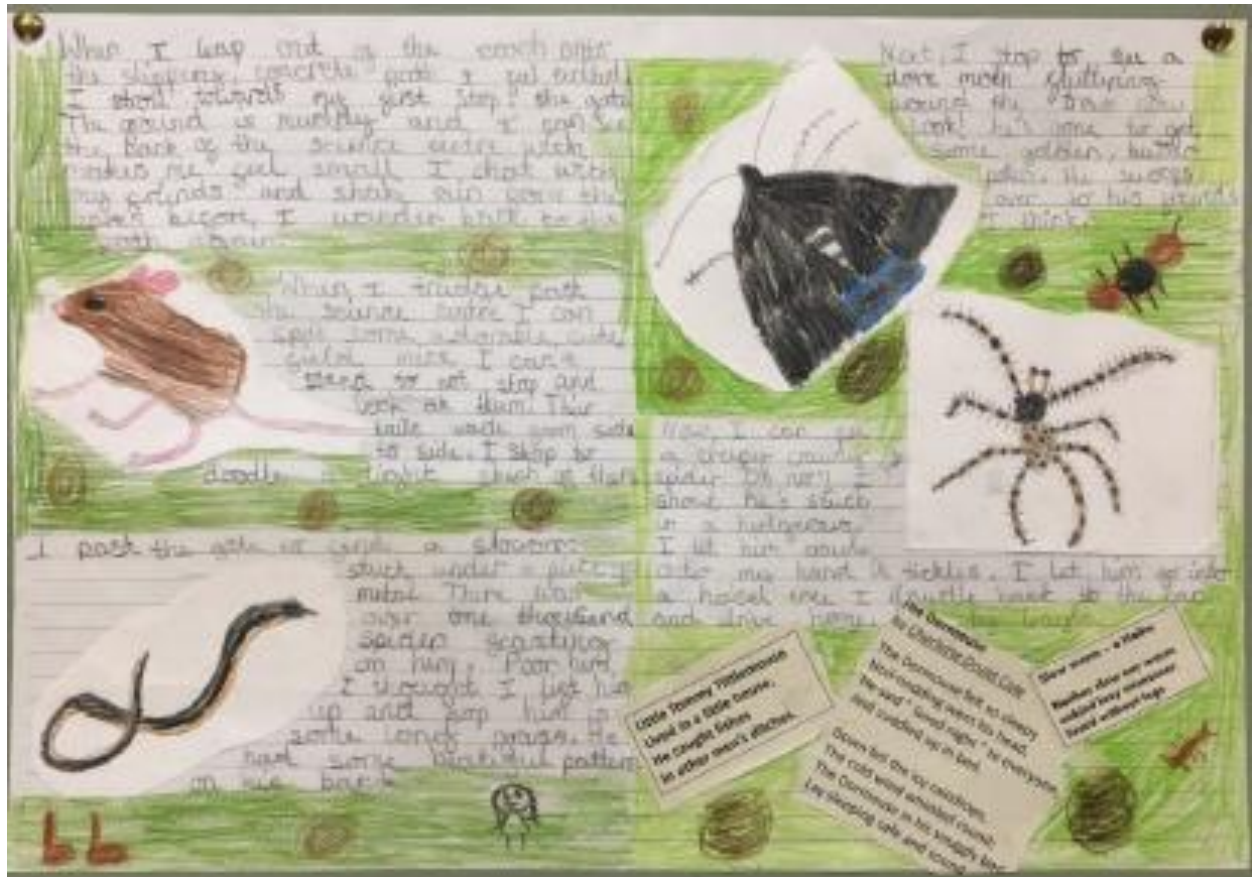
Can you include some **time phrases**, such as **first, next, then, after that...**?

Lesson 5 – Writing Challenge!

Using your plan as a guide, write your journal entry for the walk your shoes took you on.

Remember to:

- Logically sequence your journal,
- Use 1st person, as you are writing about **your** walk,
- Use **descriptive language** to give a clear picture for the reader, and
- Accurately **punctuate** your sentences.



Writing Help Desk

Remember to check that your sentences make sense. Do not leave your proof reading to the end - regularly check your writing as you go along. 😊


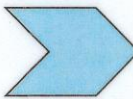
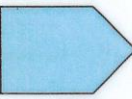
Don't forget to include:

- Fronted adverbials (underline in a grey writing pencil)
- Subordinating conjunctions (underline in light blue pencil and circle the comma)

You may wish to use the help cards at the end of the document to support your writing.

- Expanded Noun phrases (underline in pink pencil)
- Prepositions (underline in green pencil)
- A range of punctuation to punctate your sentences (circle in green pencil)
- Apostrophe for possession (circle in green pencil)

Parent note: If your child has chosen to present their writing on the computer, then they need to highlight or change the colour of the font to the suggested colours above. Instead of circling the punctuation they can highlight/change the colour of the font instead.

| <u>Conjunction Help Card:</u> | | |
|---|---|---|
| Coordinating Conjunctions | Subordinating Conjunctions (in the middle of a sentence) | Subordinating Conjunctions (to begin a sentence) |
|  and but or so |  if since as when although while before after until because that |  If Since As When Although While After Before Until Because That |
| James bought a bat <u>and</u> ball. Kylie is young <u>but</u> she can kick the ball hard. | I like to look out of the window <u>when</u> it is <u>raining</u> . | <u>When</u> it is raining, I like to look out of the window. |

| Fronted Adverbials <small>are words or phrases at the beginning of a sentence which are used to describe the action that follows.</small> | | | |
|---|---|--|--|
| When | How often | How | Where |
| Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later, | Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before, | Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully, | Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here |