



P.I.C.C. a Text Unit Overview Year 3

Final outcomes for the unit (including audience/purpose):

Outcome: Recount- a diary entry written in the character of Nen

Reason: To record events of the story and Nen's thoughts and feelings

Audience: Author of the book, Ian Eagleton (@MrEagletonlan)

Features: Chronological order, rhetorical questions, subordination, apostrophes for contractions, apostrophes for possession, adverbials, expanded noun phrases

Tone: Informal, personal

Main text:

Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew

Accompanying texts:

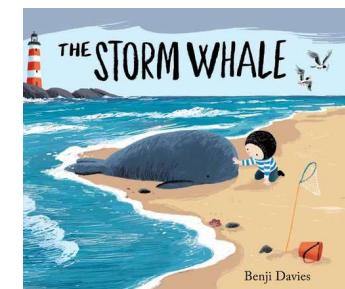
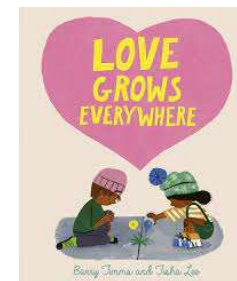
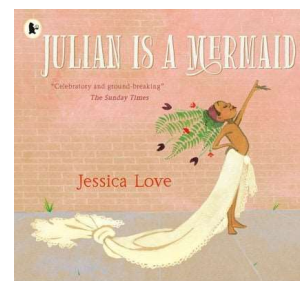
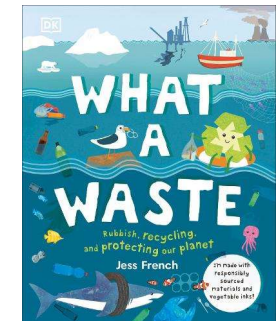
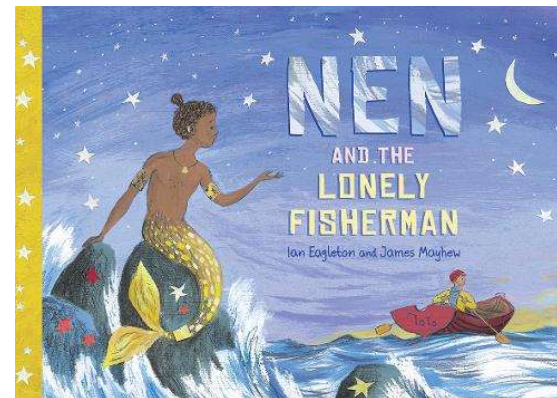
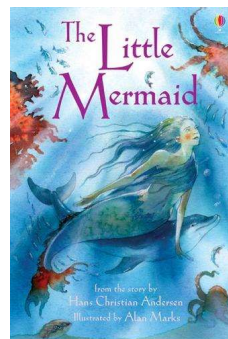
The Little Mermaid by Katie Daynes

Julian is a Mermaid by Jessica Love

Love Grows Everywhere by Barry Timms and Tisha Lee

The Storm Whale by Benji Davies

What a Waste by Jess French





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Hook

Show children a treasure chest that has clues about the text inside. This could be in the form of objects, photographs or it could be images on the board. Discuss who we think the characters might be in the story. Does our opinion change as we reveal more objects from the chest?

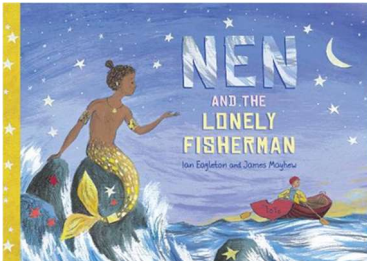
You may wish to include:

Shells, netting, sand, metallic fabric with scales on, a compass, plastic bottle, driftwood, woollen hat, picture of a trident



Phase 1 – Predict

Key objective and outcome for this phase: to use inference skills to build justified predictions.

Objective	Activities
<p>I can make predictions about a text, drawing on my knowledge of fairy stories.</p> <p>I can adjust my predictions and give reasons to support them.</p>	<div style="text-align: center;">  </div> <p>Look at the image of Nen the merman together. Discuss the character's appearance and how I may give us clues as to what the story might be about. Ask children to think back to other stories they have read with mermaids or mermen in them. Then show children the image of the lonely fisherman (Ernest). What can we infer about this character from the illustration on the front cover? Share the title of the text: 'Nen and the Lonely Fisherman'. Were our initial predictions about the characters correct?</p> <p>Read the blurb.</p>



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Who do the children think Nen’s father, Pelagios, is? What clues does the blurb give us? Share the illustration on the back cover and discuss how this compares to the illustration on the front. Depending on the cohort of children you may want to make links to your RSE curriculum here or to work around LGBT+

Show children images of merfolk to activate their background knowledge. Have we read any other texts set at sea? Any other magical tales? Then share the main text together – you may wish to do this for Reading for Pleasure outside of the English lesson, or use the text for Guided Reading.

Phase 2 – Interrogate (Building Understanding of the Inspiration Text and Linking that to our Writing)

Key objective and outcome for this phase: to build understanding of the hook text and the features of the text type they will be writing.

Objective	Task
I can sequence the events of a story and retell it orally.	<p>Recap the text, focusing on the key events that happened in the beginning, middle and end of the story. Create a shared story map as a visual prompt of key events, include key vocabulary from the text.</p> <p>Using the story map, demonstrate that if we split the story into three sections, we could have the following events: Beginning – Nen and Ernest are both lonely. They first meet each other. Middle – Nen and Ernest become close but Nen’s father is against their friendship as humans pollute the sea. Enraged, he causes a storm. Ending – Nen saves Ernest and Nen’s father realises that Ernest is different. The pair are happy together.</p> <p>Teacher to model retelling the beginning of the story using story language and key words from the text. Using the event map/images from the text, children to retell the story either in pairs or groups.</p>



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<p>I can make inferences about a character's thoughts and feelings, giving evidence to support these from the text.</p>	<p>Remind children that when we infer, we make a judgement based on the information available. So, although the author might not tell us directly, we can work things out based on what we do know, e.g. what a character might be thinking.</p> <p>Refer back to the event map from last lesson. Teacher to model taking a particular event from the story and looking at the picture and text for clues as to what Nen might be thinking. Explain that the author uses lots of feeling words and imagery, e.g. "his face etched with worry." Encourage them to find examples.</p> <p>Taking the story map, discuss as a class the different thoughts Nen might have at the different point of the story. How do we know? Encourage children to use more ambitious vocabulary, giving them this as required. The teacher could model justifying the characters' thoughts or feelings using evidence from the text. Give children images from the text to which they can add thought bubbles for Nen.</p> <p>Children to complete comprehension questions based on inference, ensuring that they justify their opinions using evidence from the text. Use the following question stems: <i>Why...? / How...? / Which...?</i> <i>Explain why...</i> <i>Give two reasons...</i> <i>Give an impression...</i></p> <p>For example, "<i>Give two reasons why we know Nen was extremely worried about Ernest during the storm.</i>"</p>
<p>I can look at examples of diary entries and create a writer's toolkit.</p>	<p>Before the lesson, gather examples of diary entries that have been written in a personal style. These could be pre-written or some you have created yourself. Not all examples have to be positive as the aim is to discuss effectiveness of language use and the different features.</p> <p>Introduce RAFT to the children: We are going to be writing a diary entry as Nen. Looking at the examples, what tone are diary entries written in? Why? Explain that we will be including a mixture of facts and opinions, as Nen would describe what happened as well as how he felt or what he thought.</p> <p>Discuss different elements of a diary and grammatical features in order to build a writer's toolkit together, e.g. past tense, adverbials of time and manner, events organised chronologically in paragraphs.</p> <p>Using a WAGOLL, highlight the use of subordination to show cause and link events. When the author is writing about other characters, have they included apostrophes for possession? Look also at the use of apostrophes for contractions, explaining how we would expect to see contracted forms such as <i>couldn't</i> or <i>might've</i> in an informal piece.</p>



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	<p>Teacher to complete the RAFT and display on the working wall for children to refer to throughout the writing process.</p>
<p>I can recognise and use subordinating conjunctions.</p>	<p>NB – GPS needs to be closely aligned to the needs of your pupils. You may need to choose other aspects to focus upon.</p> <div style="text-align: center; border: 1px solid gray; padding: 10px; margin: 10px auto; width: fit-content;"> <p>The teaching of grammar needs a clear sequence:</p> <p>Explicit teaching in context through texts and modelled writing.</p> <p>↓</p> <p>Practising the skill through games and activities.</p> <p>↓</p> <p>Applying the skill during writing and editing.</p> </div> <p>Display the sentence from the text on the board:</p> <p><i>Ernest searched and searched <u>until</u> he found who the beautiful voice belonged to.</i></p> <p>What type of word is ‘until’? Recap from previous learning what we know already about subordinating conjunctions. What is their role within a sentence? Teach children about subordinating conjunctions explicitly, explaining that they add more information to the main clause of a sentence.</p> <p>Play a game where children have to choose the correct subordinating conjunction to complete the sentence.</p> <p>Look at further examples of subordinating conjunctions within the text: <i>Together, they would talk and laugh and dream <u>while</u> the skies changed from a golden amber to an inky purple.</i> <i><u>As</u> the sea slowly calmed and the hazy sun peaked through the clouds, Nen carried his fisherman to the shore.</i></p> <p>Discuss how different conjunctions serve different purposes, for example ‘because’ explains cause whilst ‘when’ explains time.</p> <p>Give children a selection of images from the text and a list of subordinating conjunctions: <i>Because, when, if, that, although, whilst, until, just as, where</i></p>



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	<p>Children to create sentences based on the text, using the selection of subordinating conjunctions. As a scaffold, provide some children with a sentence starter to which they can add a conjunction and the rest of the clause.</p>
<p>I can recognise and use apostrophes for possession.</p>	<p>NB – GPS needs to be closely aligned to the needs of your pupils. You may need to choose other aspects to focus upon.</p> <p>Recap children’s prior learning: What are the different reasons we use apostrophes? Discuss that we use them for possession or omission, i.e. within contracted forms.</p> <p>Explicitly teach the rules for possessive apostrophes, including plural forms and showing children examples.</p> <p>Show examples from the text: <i>Nen’s song</i> <i>Nen’s father</i> <i>His father’s warnings</i> <i>Ernest’s eyes</i></p> <p>In each case, discuss who is the owner and what it is that belongs to them. Children to identify the use of possessive apostrophes in a game.</p> <p>Children to be given one event from the story and label items from this, using apostrophes for possession. Use images as a visual prompt. E.g. <i>Ernest’s woolen hat</i> <i>Pelagios’ trident (discuss rule if the noun ends in S)</i> <i>The children’s litter</i> <i>The crab’s claws</i></p> <p>Identify and address any misconceptions within the lesson.</p>



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Phase 3 – Capture (Capturing Ideas for Writing)

Key objective and outcome for this phase: to capture ideas for our diary entries.

Objective	Task
<p>I can develop initial ideas for writing (1 or 2 lessons).</p>	<p>Recap the R.A.F.T. for our unit so children are focused on the aims for writing.</p> <p>Please note: You may wish your class to focus on one event in more detail, rather than three separate entries. This will depend on the ability of the cohort.</p> <p>Explain to the children that there are three points of the story at which we will be writing a diary entry as Nen:</p> <ol style="list-style-type: none"> 1) Nen has just met Ernest after feeling lonely for a long time. 2) Nen and Ernest’s friendship has developed, however Nen’s father is displeased as humans harm his oceans. 3) Nen has just saved Ernest from the storm his father created in anger. <p>Discuss initial ideas for content – what might we include? Why?</p> <p>Model gathering initial ideas together then collate some of the children’s ideas. Look at the key vocabulary, imagery from the book and any inferences we can make about Nen. How will we make sure it is a diary entry rather than a retelling? Which ideas could we include about Nen’s relationship with his father? And with Ernest?</p> <p>Give children an extract from ‘The Little Mermaid’. Are there any further ideas or vocabulary they would like to use in their own writing? Discuss the effectiveness of these.</p> <p>Children to independently gather their own ideas using mind maps. Provide WAGOLLS to help children take sentence structures or effective phrases from, as well as copies of the text.</p>



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Phase 4 – Create (Planning, Writing, Editing and Publishing)

Key outcome for this phase: children to plan, draft and edit three different diary entries as Nen.

Objective	Task
<p>I can plan my writing by developing my ideas.</p>	<p>NB Please use whichever planning model children are confident with.</p> <p>Model planning a diary entry using three sections (as outlined in the sequencing lesson of Phase 2), as Nen is writing at different points in the story.</p> <ol style="list-style-type: none"> 1) Nen has just met Ernest after feeling lonely for a long time. 2) Nen and Ernest’s friendship has developed, however Nen’s father is displeased as humans harm his oceans. 3) Nen has just saved Ernest from the storm his father created in anger. <p>Explain to the children how we need to consider the events that Nen will be talking about, as well as his thoughts and feelings related to these/hopes for the future. Demonstrate that each entry will be organised into paragraphs and discuss how these can be linked using cohesive devices such as adverbials, pronouns and repetition.</p> <p>Children to plan their writing independently. Consider using a scaffold for children if needed so they have a template for their ideas. Children to consider grammatical features on their planning such as: subordinating conjunctions and apostrophes for possession or any contracted forms on their planning For those who are able to you may also encourage them to include a rhetorical question.</p>
<p>I can write the first diary entry as the character of Nen.</p> <p>I can edit and improve my work.</p>	<p>After reminding children of the example diary entries that they looked at, the teacher should model writing a section of the first diary entry, when Nen has just met Ernest after feeling lonely. Discuss how we can show that this is the first diary entry of three, e.g. date, subheading, brief introduction. Refer to the RAFT and the features in the shared writer’s toolkit.</p> <p>Children to then write the first diary entry independently, following their plan from yesterday.</p> <p>Teacher to model editing and children to then edit their own writing using purple pen or similar according to the school policy. You may wish to set up ‘editing stations’ linked to the RAFT, where the children will look at a particular feature to edit e.g. subordination.</p>



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<p>I can write the second diary entry as the character of Nen. I can edit and improve my work.</p>	<p>Teacher to model writing a section of the second diary entry, when Nen is happy being friends with Ernest but his father is angry. Demarcate/introduce this in a consistent manner to yesterday's diary entry. Refer to the RAFT and the features in the shared writer's toolkit.</p> <p>Children to then write the second diary entry independently, following their plan.</p> <p>Teacher to model editing and children to then edit their own writing using purple pen or similar according to the school policy. You may wish to set up 'editing stations' linked to the RAFT, where the children will look at a particular feature to edit e.g. subordination.</p>
<p>I can write the third diary entry as the character of Nen. I can edit and improve my work.</p>	<p>Teacher to model writing a section of the final diary entry, when Nen has just saved Ernest from the terrible storm. Demarcate/introduce this in a consistent manner to the previous diary entries. Refer to the RAFT and the features in the shared writer's toolkit. Emphasise how we do not want this to become just a retelling, but also include personal comments/thoughts in line with a diary entry.</p> <p>Children to then write the final diary entry independently, following their plan.</p> <p>Teacher to model editing and children to then edit their own writing using purple pen or similar according to your school policy. You may wish to set up 'editing stations' linked to the RAFT, where the children will look at a particular feature to edit e.g. subordination.</p>
<p>I can publish my writing.</p>	<p>Children to complete their final piece, taking into account the corrections and editing they completed over the writing process.</p> <p>Focus on clear, cursive handwriting and setting out the diary entries in clear paragraphs. Remind children their work will be celebrated on the class display.</p> <p>The teacher can then send a selection of completed diary entries or a photograph of the display to Ian Eagleton on Twitter (emphasising the importance of purpose).</p>