Rose Blanche
Year 5 Learning Journey
February 2019
English Learning Journey

Text: Rose Blanche
By Roberto Innocenti

Purpose: To discuss and inform

Audience: Rose Blanche

Form: Diary

Focus Writing objectives:

- Use a wide range of clause structures, sometimes varying their position within the sentence
- Link ideas across paragraphs using adverbials of time, place and number
- Create and describe settings, characters and plots

Focus Reading objectives:

- Draw inferences about character’s feelings, thoughts and motives from their actions, and justify these with evidence from the text
- Discuss and evaluate the intended impact of language used, with reference to the text

My target for this Learning Journey is:

To use a wide range of clause structures, sometimes varying their position within the sentence.
Stimulate and Generate

Initial predictions following dialogic talk.

1. Look at the front cover carefully.
2. Discuss these questions with your partner.
   a) What/who is Rose Blanche?
   b) How does the front cover make you feel?
   c) What genre do you think the book will be?
   d) Why do you think the girl is looking out of the window?
   e) What do you think might happen in this story?

a) I think Rose Blanche is about the girl in the window because Rose is a girl's name and I can only see one girl in the picture.

b) The front cover makes me feel curious because all the wounded soldiers make me think that a war will happen but why?

c) I think this book will be a war fiction story based on a real book because it would make sense to edit a real story to make it more exciting and all the soldiers make me think there is a war.

d) I think she is looking out of the window because maybe she has seen her dad or someone she knows get into a truck and drive away. I also think her house has been turned into a rest place for injured soldiers and she's wondering what is happening and if she'll see her dad again.
Stimulate and Generate

Clarification of vocabulary, followed by class discussion of author’s vocabulary choices.

| LO: To discuss and evaluate the intended impact of language (Ring a word) |
|---|---|
| **Success Criteria:** | **My teacher thinks:** |
| I can identify and evaluate particular word choices of the author. | |
| I can create my own glossary of new vocabulary. | |
| I can even create a list of more effective vocabulary as alternatives. | |

I worked: Independently With some support Supported Pairs/Groups

The children listened to the story and wrote down words they were unsure of. They then used dictionaries to find the meanings of these words to help them create their own glossaries.

- **diplomats**: Depressed and having no enthusiasm for anything.
- **lumbering**: To move in a clumsy way.
- **satchel**: An old satchelled schoolbag.
- **immensely**: Exceedingly great or huge.
- **smoke**: An unpleasant smelling gas or smoke.
- **dzen**: A group of 12
Stimulate and Generate

Charting a character’s emotions will support the children’s diary entries.

I think she is a bit afraid again because she knows her way around town but she might be scared about getting caught by the soldiers and maybe getting thrown in with her friends.
Capture, Sift and Sort

Discussion of a range of ‘What A Good One Looks Like’ examples allows pupils to capture key features and magpie phrases – the examples were ‘close, but not too close’ to what the pupils would be writing.
Capture, Sift and Sort

Grammar teaching in context.

The green army truck had wheels covered in brown sticky mud.

The towering chimney was full of black dusty soot.

The towering tree had bright amber leaves hanging on in the wind.

The winding road was full of people walking on the hard cobbles near the shop.

Take 2 sentences to edit with an expanded noun phrase in.

The towering chimney which was full of black dusty soot stood tall above the shop.

The towering tree which has bright amber leaves rustled in the breeze.
Capture, Sift and Sort

Grammar teaching in context.
Time is given for pupils to respond to feedback.

<table>
<thead>
<tr>
<th>Success Criteria:</th>
<th>My teacher thinks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can re-order sentences so they make sense</td>
<td>✔️</td>
</tr>
<tr>
<td>I can identify clause structures (single clause and multi clause) in sentences</td>
<td>✔️</td>
</tr>
<tr>
<td>I can even vary the position of clauses within a sentence and explain the effect on the reader</td>
<td>✔️</td>
</tr>
<tr>
<td>I worked:</td>
<td></td>
</tr>
<tr>
<td>Independently</td>
<td>✔️</td>
</tr>
<tr>
<td>With some support</td>
<td></td>
</tr>
<tr>
<td>Supported</td>
<td></td>
</tr>
<tr>
<td>Pairs/Groups</td>
<td></td>
</tr>
</tbody>
</table>

1. and throwing him into the lorry anger still surges as I remember the fat mayor through my veins by the scruff of his neck dragging that poor boy

2. as I write these words although I know I must be strong hidden within their pale faces torments my mind to help these poor souls the look of fear and shock

3. and mistreated everyday but I am free I make the long, tiring journey because I feel guilty to that avowed that they

4. since their need is greater to take to them without her knowledge even though I was hungry I stole food from my Mother

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I stole good from without her knowledge I stole good from my mother and stored it in my satchel to take to them, since even though I was hungry, since their need is greater than mine.

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3. I stole good from my mother and stored it in my satchel to take to them since the without her knowledge, even though I was hungry, since their need is greater than mine.

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4. To that awful place that they are trapped and mistreated everyday I make the long, tiring journey known because I feel guilty but I am free.
Linked Guided Reading

Pupils infer the thoughts and feelings of different characters in a whole class guided reading lesson that uses the same text as the learning journey driver. Reading skills are taught and the learning journey outcome is enriched.
Capture, Sift and Sort

A short apprentice write allows pupils to apply taught skills and prepare for their final outcome – Rose’s diary.

<table>
<thead>
<tr>
<th>LO: To create and describe settings.</th>
<th>My teacher thinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Criteria:</td>
<td></td>
</tr>
<tr>
<td>I can use the senses to create vivid imagery.</td>
<td>✓</td>
</tr>
<tr>
<td>I can use figurative language to bring my description to life.</td>
<td></td>
</tr>
<tr>
<td>I can even include emotive language to empathise with how Rose might have been feeling.</td>
<td></td>
</tr>
<tr>
<td>I worked:</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

**Capture, Sift and Sort**

A short apprentice write allows pupils to apply taught skills and prepare for their final outcome – Rose’s diary.

- **Dry air**
- **Taste**
  - Taste pollution
- **Smell**
  - Metal
  - Grinding
  - Dirty
  - Children
- **Hear**
  - Buzzing flies
- **Touch**
  - Rotting wood
  - Cold goosebumps
  - Ghost-like figure stood motionless in the courtyard surrounded by the sound of cracking trees. I felt an icy scowl of air creeping round my neck as sweat poured in my dry mouth. Bad news. The sound of air creeping round my neck as sweat poured in my dry mouth.

- **Excellent 2 sentences**

**Phantom-like figure stood motionless surrounded by a mist of cold air. The sound of cracking trees filled the dreadfully atmospheric groaning voices begging for good, followed me into the rotting forest.**
Create, Refine, Evaluate

Planning, drafting and refining.
Dear diary,
It is midnight and anger and tears stop me from sleeping. Molly threw all over me at school, and Juliette teased my arithmetic skills, but that is not what bothers me.

I was walking home from school when Jill, Molly, Sarah, and Kelly were suddenly an ill-kept boy left out in a broken down truck. We watched in horror as he ran to the soldier, who was paying the mechanic. The soldier dropped his wallet and picked a morning coat. The boy grabbed the bag and shoved him in the back of the truck. Oh! oh! it was awful, absolutely awful. The green truck started, and I curiously ran after it, ignoring Kelly's shouts. Sarah's question, and Molly's protest.

As soon as it crossed a barrier, I stopped. A cold had to be entered. I couldn't sneak in because the truck had long gone. Instead, I ran through the woods like once I saw the unthinkably. Big inky blotsches, which have been made by my too lucky penmanship on this page, page like the anger in my body. Ghost-like figures stood motionless in a muddy courtyard surrounded by crackling trees. The shivering children huddled together like penguins, moaning so hot good. The soul small of machine oil snaked its way up my nose and made me turn in disgust. In the cold wind, I felt an icy, scared wriggling around my neck as it was next winter. My joy mouth faded and was behind the blocked view glasses and sadness filled their eyes as I left for home in the winter sunbed.

As I write with tears streaming down my face, my cheeks. I can't help feeling as if it is my duty to help these poor children. I can't tell about the children. I will give them good tomorrow. The sun is rising and mother will wonder why I am awake. Farewell diary.

[Signature]

Emma Blanche.
## End of Learning Journey Assessment Sheet

<table>
<thead>
<tr>
<th>Objective</th>
<th>Evidence (from your English book)</th>
<th>Teacher comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To discuss and inform</td>
<td>Ghost like figures stood motionless in a muddy courtyard surrounded by cracking trees, I ran through the trees like crazy.</td>
<td>✓</td>
</tr>
<tr>
<td>To use a wide range of clause structures</td>
<td>The soldier, who was paying the mechanic, dropped the wallet and fired a warning shot!</td>
<td>✓</td>
</tr>
<tr>
<td>To link ideas using adverbials of time, place and number</td>
<td>In the cold wind, As soon as I crossed a barrier,</td>
<td>✓</td>
</tr>
<tr>
<td>To create and describe a setting</td>
<td>Ghost like figures stood motionless in a muddy courtyard surrounded by cracking trees.</td>
<td>✓</td>
</tr>
</tbody>
</table>

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**My Target:** To use a wide range of clause structures, sometimes varying their position within the sentence.

**Dates:**
- 12.2.19
- 26.2.19
- 25.2.19

**Completed:**

**Next steps:**
Edit sentences by expanding or reducing them.

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Create, Refine, Evaluate