



## Can I write predictions about a text?

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

**Teacher Note:** For lesson 1 (only) Sentence Accuracy comes after B: Essential Teaching to allow a context for the sentence work.

### A) Sentence Accuracy & Essential Grammar Activity (10 min)

Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Model writing the sentences below, using Think Aloud to explain how you are constructing the sentence and the grammar you are using. The explainer below will help you do this.

I shall not convey to my beloved mother the atrocities witnessed today. (formal vocabulary)

I can't tell my mum about all the awful things I saw today. (informal vocabulary)

**Explainer:** When comparing the sentences, formality differs through the vocabulary choices.

Children now write their own sentence using informal vocabulary.



NB if this concept needs pre-teaching, you may want to make use of the Formal and Informal Vocabulary resource. Ensure sentence work is kept to a maximum of 10 minutes.

**Teacher Note:** Alternatively, select your own non-shaded Sentence Accuracy for mixed age, differentiation or reinforcement.

### B) Essential Teaching

**Reveal 1:** As the children enter the room, play the



soundscape on the IWB lesson resource to create a wartime atmosphere. Display enlarged images from the Vehicle Text, showing the streets of Germany (illustrations from the double page beginning '*Then there were lorries grinding...*' and the double page beginning '*Nobody knew where all the lorries were going...*' and copies of 1940s German Streets Images resource.

On the table, have an old leather satchel, apples, jam, some pieces of bread, a red hair bow and a Star of David.

Ask the children to explore the objects and encourage deep reflection by asking questions, such as:

- Who does the satchel belong to? What might we know about the character?
- Does the satchel remind you of anything else you have read or seen before?
- What connections can you make with the other objects?
- Is anything puzzling you?
- What do you think you know? Why do you think that?
- Did anyone have a different response? Could there be a different explanation?

Children to add their ideas on Post-it notes and add to the flipchart.

**Reveal 2:** Reveal an enlarged copy of the image of Rose on the page on the inside cover (where she is running along the dirt track). Discuss the image in conjunction with the satchel and other objects.



Encourage children to create their own questions and predictions based on what they know so far.

Encourage children by asking questions, such as:

- Where might she be going? Where has she come from?
- What connections can you make between the image and the objects?
- What helped you work that out and understand what was going on?
- What is your impression of this setting and why?
- What is your impression of the character and why?

#### Lesson Preparation

##### Print & Prepare:

- Formal and Informal Vocabulary resource
- Copies of Vehicle Text illustrations
- 1940s German Streets Images resource
- Vehicle Text

##### Gather Resources:

- The soundscape on the IWB lesson resource (of tanks driving)
- An old, leather satchel
- Apples, jam and bread
- A red hair bow
- An image of the Star of David
- Post-it notes

Children add more Post-it notes of a different colour to the illustration of Rose and add to the Working Wall.

**Reveal 3:** Read the two sentences below from the Vehicle Text. Through discussion, examine the words and phrases.



*She ran along rutted tracks, across fields, over ditches and frozen puddles.  
She climbed under fences and barriers in places she wasn't meant to go.*

Ask the children questions, such as:

- What is this person like? How do you know?
- What is being suggested about the environment?
- Why might she not be meant to be there?
- What might be her reason for going?
- Have your ideas or predictions changed? Why?

### Children Write: Predictions



Using their understanding from the classroom setting, the objects explored and the Vehicle Text illustration, children write a prediction for what they think the Vehicle Text will be about.

#### Working Wall

- Teacher-modelled Sentence Accuracy work
- Copies of the Vehicle Text illustrations
- Predictions and questions generated from today's learning

#### Greater Depth

- Confidently predict what might happen from details stated and implied
- Confidently draw inferences to build wider knowledge and understanding, justifying inferences with evidence

### C) Optional Additional Activities

- Formal and Informal Vocabulary resource (if not already used in the lesson)
- Additional Sentence Accuracy
- Learn and practise words from the Spelling Coverage document for this unit
- Learn and practise words from Statutory Word List for Years 5/6
- Practise Sentence Accuracy grammar skills using resources provided within this unit

#### Draw and Label

Children draw and annotate the setting that Rose Blanche currently lives in. Give children enlarged copies of the illustrations from the first three pages of the Vehicle Text. Also have the 1940s German Streets Images resource available to children. Encourage discussions about the similarities and differences between the photographs and the Vehicle Text illustrations. Consider what might have changed due to the military invasions.