

Green Group Literacy Planning Summer 2

Fiction 4.3 *The Iron Man*

About this unit:

The children start by listening to *The Iron Man*, asking and answering questions and making predictions. They look at the author's use of powerful language to capture our imaginations, including similes. They revise their knowledge of speech marks, composing a conversation, and focus on the character Hogarth's feelings to write diary entries in role. For the final writing task, they create their own imaginary creature, thinking of similes and powerful noun phrases to describe it, and write a story about what happens when it encounters humans.

Stimulus synopsis: *The Iron Man*

"Where had he come from? Nobody knows. How was he made? Nobody knows."

Tractors, ploughs, barbed-wire fences ... nothing is safe from the Iron Man. The farmers have a plan to save their machines, but will they need the Iron Man in the end?

Recommended route:

Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension 1: Chapter 1 <i>Ask questions</i> <i>Make predictions</i>	Depth focus 1: Similes <i>Identify and create similes</i>	Comprehension 2: Chapter 2 <i>Draw inferences</i> <i>Explore language</i>	Sentence grammar 1 <i>Use and punctuate direct speech</i>	Short composition 1 <i>Plan and write a conversation</i>
Day 6	Day 7	Day 8	Day 9	Day 10
Comprehension 3: Chapter 3 <i>Explore language and structure</i> <i>Make predictions</i>	Comprehension 4: Chapter 4 <i>Explore language and structure</i>	Comprehension 5: Chapter 5 <i>Make predictions</i> <i>Draw inferences</i>	Short composition 2: Day 1 <i>Write diary entries</i>	Short composition 2: Day 2 <i>Complete writing</i> <i>Read aloud</i> <i>Evaluate and edit</i>
Day 11	Day 12	Day 13	Day 14	Day 15
Sentence grammar 2 <i>Use expanded noun phrases</i>	Long composition: Day 1 <i>Plan writing</i>	Long composition: Day 2 <i>Write, using oral rehearsal</i>	Long composition: Day 3 <i>Review and improve own and others' writing</i>	Long composition: Day 4 <i>Edit own writing and read aloud</i>

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Session 1	Main focus	Teaching summary	Activity description			Objectives:
Comprehension Chapter 1	Ask questions Make predictions	<ul style="list-style-type: none"> Read <i>The Iron Man</i> pages 1-2 to 'Night passed.' <i>What is the effect of the question in the first paragraph?</i> <i>What impression do you have of the Iron Man as he puts himself back together? Do you think he is frightening? Which parts of the text do you find particularly tense?</i> Predict what might happen next. <i>Will the Iron Man come back out of the sea? What might happen then?</i> 	Core: All discuss what they would like to ask the Iron Man, and predict what might happen if the Iron Man comes back out of the sea. Complete 'Questions for the Iron Man' (F PCM 4.3.1).	Support: LB Some use 'Questions for the Iron Man 2' (E PCM 4.3.11) to discuss and note down questions they would like to ask the Iron Man. They then discuss and complete the sentences to predict what might happen if the Iron Man comes back out of the sea.	Extend: The children discuss and record on a Mind Map their 'first impressions' of the Iron Man, questions they would like to ask him and predictions of what might happen if the Iron Man comes back out of the sea.	Develop positive attitudes to reading and understanding of what they read; Listen to and discuss wide range of text types; Understand what they read, in books they can read independently; Ask questions to improve understanding; Make predictions Spoken language: Ask relevant questions
Session 2	Main focus	Teaching summary	Activity description			Objectives:
Depth focus 1: Similes	Identify and create similes	<ul style="list-style-type: none"> Show 'Similes' (F ITP 4.3.5). <i>Do these images help to create a picture of the hands in your mind?</i> Remind the children that a simile compares something to something else using 'like' or 'as'. Show 'Highlight similes' (F ITP 4.3.6). Ask the children to identify the similes. Click to show the highlights. Ask the children to imagine a man or woman made from stone, glass, ice or mud. <i>What might he/she look like?</i> Show 'Create an Incredible Man or Woman' (E ITP 4.3.7) and click to hear sounds. <i>What might he/she sound like?</i> Children suggest similes to describe looks and sounds. 	Core: Using 'Creating similes' (F PCM 4.3.6), the children write similes to describe a man or woman made from stone, glass, ice or mud.	Support: draw a picture of a man made from stone, glass, ice or mud and label it with simple similes (e.g. eyes like headlamps / as big as a house).	Extend: start a character profile for a man or woman made from stone, glass, ice or mud. They write similes to describe the creature's appearance, size, movements, sounds, voice and other qualities, using examples from the text as models.	Discuss words/phrases that capture reader's interest; Discuss writing similar to that which they are planning to write Spoken language: Build their vocabulary
Session 3	Main focus	Teaching summary	Activity description			Objectives:

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Comprehension 2: Chapter 2	Draw inferences Explore language	<ul style="list-style-type: none"> Read Chapter 2 to page 33: 'SO'. Compare predications Find very short sentences in the text. <i>What is the effect of the short sentences?</i> (e.g. They build tension; Reread pages 24-25. Using 'Farmers' thoughts' (F ITP 4.3.1), model writing each character's thoughts when they first hear about the Iron Man. 	Core: Individually, the children compose two or three sentences about Hogarth's thoughts at different points during Chapter 2, using 'Hogarth's thoughts' (F PCM 4.3.2)	Support: As a group, the children recap two events from Chapter. They orally rehearse a sentence showing Hogarth's thoughts before writing it.	Extend:	Understand what they read, in books they can read independently; Draw inferences and justify with evidence; Identify how language, structure and presentation contribute to meaning Spoken language: Articulate and justify answers Photocopiables: F PCM 4.3.2
Session 4	Main focus	Teaching summary	Activity description			Objectives:
Sentence grammar 1	Use and punctuate direct speech	<ul style="list-style-type: none"> Remind the children of the rules of speech punctuation. Show 'Punctuating direct speech' (F ITP 4.3.8). Add the missing punctuation Remind the children that end punctuation (full stops, exclamation marks and question marks) should be placed inside the inverted commas (speech marks). Explain that if 'said' / 'asked' / 'shouted' etc. comes before the speech, it should be followed by a comma. (e.g. The mother cried, 'The chicken!') 	Core: The children complete 'Punctuating direct speech' (F PCM 4.3.8), adding punctuation to a section of the story.	Support: Complete punctuating direct speech 2' (F PCM 4.3.13).	Extend: The children complete 'Punctuating direct speech' (F PCM 4.3.8), continuing their conversation on a separate sheet if necessary.	Use and punctuate direct speech Spoken language: Listen and respond appropriately
Session 5	Main focus	Teaching summary	Activity description			Objectives:
Short composition 1	Plan and write a conversation	<ul style="list-style-type: none"> Reread pages 23-24. <i>How is Hogarth feeling when he runs home to tell his parents about the Iron Man? How do his father, mother and sister react?</i> <i>Imagine Hogarth and his father hold a longer conversation. How might Hogarth describe the Iron Man? What might his father say to him? What might Hogarth's mother say when she sees her husband going out? Might she try to stop him?</i> 	Core: Shared Writing: conversation between Hogarth, his mother and his father when Hogarth first tells them about the Iron Man (page 24). Insert direct speech.	Support: Role Play to act out a conversation between Hogarth, his mother. They repeat their sentences to orally rehearse them before writing them down as direct speech.	Extend: Independently, the children compose the conversation between Hogarth, his mother and his father when Hogarth first tells them about the Iron Man (page 24). Direct speech and feels included	Use and punctuate direct speech; Draw inferences and justify with evidence Spoken language: Speculate, hypothesise, imagine and explore ideas

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Session 6	Main focus	Teaching summary	Activity description			Objectives:
Comprehension 3: Chapter 3	Explore language and structure Make predictions	<ul style="list-style-type: none"> Read Chapter 3. Ask questions about the text. <i>Do the events at the end of this chapter feel like a 'happy ending'? Why? What do you think might happen next in this story?</i> 	Core: Whole class discuss and complete 'Tension chart' (F PCM 4.3.3) to show how tension rises and falls throughout Chapter 3.	Support: 'What happened with the Iron Man?' (F PCM 4.3.12) to sequence the events in Chapter 3. They retell the story using these slips and then discuss, choose and highlight the most exciting event(s) in the chapter.	Extend: use 'Tension chart' (F PCM 4.3.3) to help them to choose the most tense passage from Chapter 3. They highlight key sentences that build up the tension and prepare a dramatic reading of the passage.	Understand what they read, in books they can read independently; Identify how language, structure and presentation contribute to meaning; Make predictions Spoken language: Participate actively in conversations
Session 7	Main focus	Teaching summary	Activity description			Objectives:
Comprehension 4: Chapter 4	Explore language and structure	<ul style="list-style-type: none"> Read Chapter 4 to page 85: 'Terribly black' .talk about how the author builds up to the creature landing through a sequence of events. Read to the end of the Chapter 4. <i>Why do people decide to fight rather than feed the creature? Are you surprised by the events in this chapter? What do you think of the Iron Man's plan?</i> Show 'Imaginative language' (F ITP 4.3.2) discuss how the author uses powerful language to capture our imagination. Model finding examples of powerful language and syntax in the text. Click to reveal examples. 	Core: complete 'Imaginative language' (F PCM 4.3.4), finding and recording examples of words, phrases and sentences that capture the imagination.	Support: The children search pages 78–83 to find some examples of the language features shown on F ITP 4.3.2 .	Extend: collect examples of imaginative language from Chapter 4 share and explain their choices.	Develop positive attitudes to reading and understanding of what they read; Increase familiarity with wide range of books; Discuss words/phrases that capture reader's interest Spoken language: Build their vocabulary
Session 8	Main focus	Teaching summary	Activity description			Objectives:
Comprehension 5: Chapter 5	Make predictions Draw inferences	<ul style="list-style-type: none"> Read Chapter 5 to the middle of page 106. Predict whether the Iron Man will beat the space-bat-angel-dragon in a test of strength. Show 'The Iron Man's courage' (F ITP 	Core: The children complete 'Hogarth's courage' (F PCM 4.3.5) about Hogarth's encounter with the Iron	Support: discuss and record how three of Hogarth's character features are shown in his	Extend:	Understand what they read, in books they can read independently; Draw inferences

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		4.3.3) and make notes about the Iron Man's idea. Make notes about the Iron Man's feelings during the test.	Man.	encounter with the Iron Man: <ul style="list-style-type: none"> • Bravery • Cleverness • Fear 		and justify with evidence; Identify how language, structure and presentation contribute to meaning Spoken language: Participate actively in conversations
Session 9	Main focus	Teaching summary	Activity description			Objectives:
Short composition 2: Day 1	Write diary entries	<ul style="list-style-type: none"> • Complete 'Hogarth's thoughts' (F PCM 4.3.2). • Brainstorm powerful verbs and adjectives to describe Hogarth's feelings and views of the Iron Man at each point of the story. • Before they start writing, remind the children to write the diary entries in the first person and to focus on Hogarth's feelings and views rather than simply retelling events. 	Core: write Hogarth's diary entries for: <ul style="list-style-type: none"> • the day he first saw the Iron • lured the Iron Man into the pit • persuaded the Iron Man to go to the scrap-metal yard • persuaded the Iron Man to be the champion of the earth. 	Support: The children use 'Hogarth's diary' (F PCM 4.3.14) to support them in writing Hogarth's diary entries for: <ul style="list-style-type: none"> • the day he first saw the Iron Man • the day he took the Iron Man to the scrap-metal yard. 	Extend: As core but focus on staying in role as Hogarth to give his view of the events and show his reactions to them. Remind them to writing in a convincing diary style (e.g. using a conversational tone, informal remarks, exclamations and/or questions).	Plan their writing; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures Spoken language: Speculate, hypothesise, imagine and explore ideas
Session 10	Main focus	Teaching summary	Activity description			Objectives:
Short composition 2: Day 2	Complete writing Read aloud Evaluate and edit	<ul style="list-style-type: none"> • complete writing Hogarth's diary entries. • After writing, ask volunteers to read out sentences or paragraphs in which they used powerful verbs, adjectives or expanded noun phrases. • Following peer review, the children assess and edit their own writing. 	Core: Whole class review each other's diary entries. <i>Can you suggest places where your partner could write a longer or shorter sentence for effect? Where could they use powerful verbs and adjectives?</i>	Support Review each other's diary entries, checking they have been written consistently in the first person and the past tense, and include some feelings or comments about the events.	Extend: Read their diary entries aloud, using their voices effectively.	Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Evaluate and edit; Assess own and others' writing; Propose changes to improve consistency Spoken language: Select and use

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		<ul style="list-style-type: none"> Talk Partners brainstorm ideas for their own stories and names for their own creatures. (To help, review 'Creating similes' (F PCM 4.3.6) from Depth focus 1, if completed.) 				
Session 13	Main focus	Teaching summary	Activity description			Objectives:
Long composition: Day 2	Write, using oral rehearsal	<ul style="list-style-type: none"> For a quick warm-up, Talk Partners orally rehearse sentences using similes, noun phrases, expanded noun phrases, powerful verbs and adjectives to describe their creatures. Suggest that the children include some dialogue in their stories. Remind them of any work done on speech punctuation. 	Core: Referring to their copies of 'Story plan' (F PCM 4.3.10) from Day 1, the children begin to write their stories. Ask them to use description, action and dialogue in their writing.	Support: Referring to their copies of 'Story plan' (F PCM 4.3.10) from Day 1, Talk Partners use oral rehearsal before writing the openings of their stories (introducing their creatures) and describing the 'first encounter' parts of their stories.	Extend: Referring to their planning grids from Day 1, the children begin to write their stories. Ask them to focus on using powerful language to create dramatic and intriguing openings and first encounters. Remind them to reread, redraft and improve their writing as they work.	Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Draft and write, creating settings, characters and plot Spoken language: Speculate, hypothesise, imagine and explore ideas
Session 14	Main focus	Teaching summary	Activity description			Objectives:
Long composition: Day 3	Review and improve own and others' writing	<ul style="list-style-type: none"> Ask the children to review their stories so far. <i>Who has used similes? Who has used an interesting noun phrase?</i> Ask volunteers to share examples. 	Core: Still referring to their copies of 'Story plan' (F PCM 4.3.10), the children complete writing their stories.	Support: Still referring to their copies of 'Story plan' (F PCM 4.3.10),	Extend: Referring to planning grids, the children complete writing their stories, focusing on building tension around their two 'problems'. Remind them to use word and sentence techniques borrowed from <i>The Iron Man</i> and encourage them to reread, redraft and improve their writing as they work.	Evaluate and edit; Assess own and others' writing; Propose changes to improve consistency Spoken language: Articulate and justify answers

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Session 15	Main focus	Teaching summary	Activity description			Objectives:
Long composition: Day 4	Edit own writing and read aloud	<ul style="list-style-type: none"> The children review, edit and proofread their stories. Ask children to check that they have used punctuation marks correctly. Read out loud 	Core: review, edit and proofread their stories, for example by improving expanded noun phrases, adding adverbials to give extra detail and checking the speech punctuation in their direct speech.	Support edit and proofread their stories, for example by adding phrases to sequence their events, adding adjectives to their nouns and checking their sentence punctuation.	Extend: review and edit their writing to make it more effective, for example by filling any gaps in their plots, changing their vocabulary or varying their sentence structures to enhance effects. They then proofread their work to check for any spelling or punctuation errors.	Evaluate and edit; Assess own and others' writing; Propose changes to improve consistency; Proof-read for errors; Read aloud own writing Spoken language: Select and use appropriate register