

Curricular Area: Literacy

Level: Second



Experience and Outcomes

I am learning to use language and style in a way which engages and/or influences my reader. (ENG2-27a)

Having experienced the elements which writers use in different genres. I can use what (2-31a)

Learning Outcome

Pupils will provide words/phrases for a word bank to help each other when creating their story of a refugee's journey.

Pupils will use a range of figurative and emotive language when creating their story about a refugee's journey of suddenly leaving their home without warning and travelling a long way to a place of safety, such as to London from Syria.

Pupils will demonstrate an understanding of descriptive language.

Learning Point – Figurative and emotional language are types of descriptive language that engages a reader and makes them want to read on to the end of the story.

Resources

Literacy jotters

Pencils/whiteboard pens

Whiteboard/clipboard to lean on

Large hut/outdoor hub within school grounds if available

Activity

1. Ask children to sit down on seating within the outdoor learning hut/hub. State learning intention.
2. Split the children into pairs to read each other's story written so far and to give feedback on what was good about it and why and what could be improved and why, while also included in this discussion what figurative and emotive language is.
3. Ask the children to take 2 minutes themselves to observe what they see and feel while sitting outside (will be different depending on which season) Have the children to use all of their senses and to think about what it would be and feel like making a journey in such conditions with all that they have with them at that time. Ask children to write down as many descriptive words as they can think of on their whiteboards at the end of the 2 minutes.
4. Then ask the children to state what they have and write these down on a piece of flip chart paper so as to provide a word bank the children can use and refer to when writing the next part of their story (the journey itself and then arriving at final destination e.g London)
5. Children now to continue with creating/writing their story about a refugee's journey to a place of safety.

Assessment

Pupils should be able to demonstrate their understanding of descriptive language – both figurative and emotive.

Pupils to provide descriptive words to make a word bank for each other to use and/or refer to when creating their story.

Teacher observation sheet to note pupil comments on.

Marking of created story itself.

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