



# A Writing Root for Ocean Meets Sky by Eric Fan and Terry Fan



**Literary Theme:** Fictional worlds & fantasy  
**Mixed Age Theme(s):** Fantasy journeys (1/2) and (2/3)

**Recommended Age:** Y2

**Text(s):** Ocean Meets Sky by Eric Fan and Terry Fan

**Duration:** 3 weeks, 15 sessions

**Outcomes:** Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue  
**Main Outcome:** Extended fantasy narrative

**Overview and outcomes:** This is a three-week Writing Root based within the context of Ocean Meets Sky by the Fan Brothers. This beautiful and poignant story has stunning illustrations throughout and explores themes of family, memory and loss. The sequence begins by introducing the authors to the children and highlighting the power of bookmaking/storytelling. Children find a mysterious box in the classroom labelled "Grandpa's Stuff". Inside they will find clues to who Grandpa was and his relationship with the main character, Finn. Finn misses his Grandfather after he has passed away and longs to travel to the fantastical worlds that his Grandpa would tell him about in his stories. Children are given a variety of meaningful writing opportunities throughout the sequence and gradually build up the skills to write an extended fantasy story of their own.

**Coverage from National Curriculum 2014:** Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

## Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing common suffixes

## Writing Transcription (Spelling and Handwriting)

- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

## Reading Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Discussing the sequence of events in books and how items of information are related
- Discussing their favourite words and phrases

**Understand both the books they can already read accurately and fluently and those they listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Explaining and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



### Vocabulary, Grammar & Punctuation

- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list

### Vocabulary, Grammar & Punctuation

#### **Develop positive attitudes towards and stamina for writing by:**

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes


#### **Consider what they are going to write before beginning by:**

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary

#### **Make simple additions, revisions and corrections to their own writing by:**

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation





Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
1) I can use conjunctions to make predictions about characters in a text	<p><b>I can use subordinating conjunctions</b></p> <p><b>I can use coordinating conjunctions</b></p> <p><b>I can ask questions</b></p> <p><b>I can use different sentence starters</b></p>	<p><b>A word from the authors:</b> Explain to children that we will be reading a book which is illustrated and written by two brothers – the Fan Brothers – Eric and Terry. They have been creating books since they were children. Show the class a picture of their first book which their mum helped them to make.</p>  <p>What do you think this book was about? Can you find the names of the brothers? Even though we will be reading a book called <i>Ocean Meets Sky</i>, it would be worthwhile to have other books available, particularly <i>The Night Gardener</i>.</p>	<p>Cardboard box</p> <p>Waterproof Southwestern Hat</p> <p>Objects that could have come from Grandpa's study: shells, model boat/ plane, books etc.</p> <p>Framed picture of Finn and Grandpa</p>	<p><b>Unpacking memories:</b> Have a parcel wrapped in brown wrapping paper in the classroom labelled "Grandpa's Stuff". In the parcel have a framed picture of Finn and Grandpa. If possible, in the parcel, also have some decorative shells, model/toy boat or plane, southwestern fishing hat (objects that could come from Grandpa's study) and a blank journal labelled "Grandpa's stories for Finn". Explain to children that in this parcel contains lots of clues that will tell us about the two main characters and their relationship. What do you think their relationship is? What things might they have done together? Where might they live? Model to children using the evidence from the box to create sentences using a range of conjunctions (it is optional whether you decide to write in past or present tense at this point): <i>I think that Finn and Grandpa go fishing a lot because there is a waterproof hat and a model boat.</i></p>	<p>Children can stick pictures of the box and the assorted objects in books and record their sentences around these. Could we start our sentence with a conjunction? Model experimenting with this and see if some can edit a sentence they have already written.</p> <p><i>When they meet up, I reckon they have fun together.</i></p>
2) I can use noun phrases to write a character description	<p><b>I can use a range of adjectives</b></p> <p><b>I can use a comma</b></p> <p><b>I can use the conjunction 'and'</b></p> <p><b>Challenge: I can use a simile to describe</b></p>	<p>Introduce the book to the children and spend some time examining the front cover. What is unusual about the ships? What is unusual about some of the hot air balloons? When reading, play a clip of waves crashing against the shore.</p> <p>Read up to the page ending "...ninety years old today." What do they think has happened? Give children a copy of the picture of Grandpa's study. Which objects (nouns) can they spot?</p> <p>How would we describe Grandpa? Use <b>Zones of Relevance</b> to discuss and identify a range of adjectives. Encourage children to build noun phrases to describe Grandpa. Display the picture of Grandpa for children to label.</p>	<p>Card labels or cards</p> <p>Zone of Relevance</p>	<p>Remind children of the objects from the previous lesson and explain that we need to label the box so we know who they belong to and so that any visitors to the classroom know how special Grandpa is. These can be displayed around the box when finished. Model to children writing a card describing Grandpa using noun phrases.</p> <p><i>Greetings visitor, this box belongs to Finn's Grandpa. He was really special. He had an old, worn shirt and a grey beard. His eyebrows were wispy and his smile was warm.</i></p>	<p>Examine the picture of Grandpa's with Finn again. Could we compare Grandpa to anything outside the window?</p> <p><i>His face beamed like the moon and his laughter was like the waves on the beach. His eyes were like the stars in the sky.</i></p>





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3) I can use the present tense to write a diary entry	<p><b>I can use prepositions</b></p> <p><b>I can use a range of adjectives</b></p> <p><b>I can write about my five senses</b></p> <p><b>Challenge: I can write in the present tense</b></p>	<p><b>Can you spot what I spot?</b> Show children the prepositions: in, next, outside, above, beside, behind, between, in front of, below, underneath on the board. Play the game <i>Can You Spot What I Spot?</i> Look at an object in the classroom and give children the clue, "What I spot is next to the computer. It is also in front of the pencils." Can they guess what it is? Take turns.</p> <p>Show children an enlarged picture of Grandpa's study. Children stick post-it notes on the objects they see (this would work well in mixed-ability groups so children can share vocabulary). Children also use prepositions above to describe location.</p>	<p>A3 pictures of Grandpa's study</p> <p>Post-its</p>	<p>Look at the double page spread and ask children, why is one in black and white and the other in colour? Elicit that one is in the past and one is in the present.</p> <p>Let's imagine that we are Finn sitting in Grandpa's study, looking around and noticing all the details. Explain that as it is happening now, we are going to write in the present tense, so we won't be using the -ed suffix. We could just use the root verb or the -ing suffix. What would Finn see around him? This could be written as the first part of a diary entry (or a setting description).</p> <p><i>Dear diary, I am sitting in Grandpa's study. I'm thinking of him and missing him. I can see his shells on the table and his old pipe next to the shells. I am listening to the humming of the wind outside and the saddest feeling comes flowing over me.</i></p>	<p>For spellings this week focus on the rule for <i>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</i></p> <p>Give children a range of verbs they could use in this diary entry where they double the single consonant if using a short vowel sound (see Spelling Seeds for activity).</p>
4) I can use the past tense to continue a diary entry	<p><b>I can use verbs in the past tense</b></p> <p><b>I can use noun phrases</b></p> <p><b>I can use the conjunctions 'before' 'after' and 'when'</b></p> <p><b>Challenge: I can use the suffix -ness</b></p>	<p><b>From the present to the past:</b> Remind children of previous learning then show them these range of verbs: walk, talk, play, tell, pad, stop, plan, hum, think, swim, speak, sail. Can children change these to the past tense? Use the heading cards. Which verbs double the final consonant? Which verbs do we change altogether? Which verbs do we just add -ed? Remind children of the spelling rule.</p> <p>Look at the black and white picture this time ending, "...where ocean meets sky." Where were some of the activities that Finn and Grandpa did together? Outline these (children use their imagination here and verbs from earlier).</p>	Verbs on display	<p>Children continue their diary entry from yesterday but now going using the past tense:</p> <p><i>We used to do lots of exciting things together. We swam in the sea and walked along the beach. I never felt any sadness when I was by his side.</i></p> <p><i>Before I went to bed, he told me great stories of the sea and the world. His old, wrinkled face glowed with kindness when he told me these stories. I would dream about the strange and wonderful places he told me about after I fell asleep.</i></p>	<p>Has anyone managed to use words that end with the suffix -ness again?</p> <p>Children could edit their work looking for ways they might use some of these abstract nouns to convey emotion.</p>



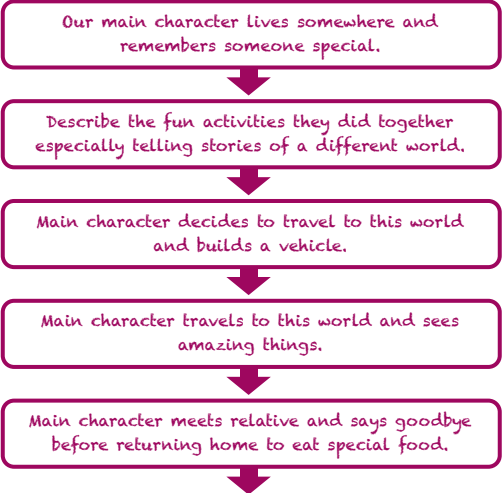
Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
5) I can use command sentences to write instructions	<p><b>I can use commas in a list</b></p> <p><b>I can use the conjunctions 'before' 'after' and 'when'</b></p> <p><b>I can use a range of verbs</b></p> <p><b>I can use adverbs</b></p> <p><b>Challenge: I can use the suffixes -ful and -less</b></p>	<p><b>Verb or noun or both?</b> Using the Venn Diagram in the resources, children group the following words into noun or verb. Some words depending on how they are used could be both, can they spot them and use them in a sentence? Spend some time on the word 'bow' and investigate how many ways it can be used (incredibly versatile for such a small word). Help children define any new words.</p> <p>Read on to the sentence, "A boat fit for a long journey." Why is Finn building the boat? What does it mean to "honour" someone? How is he building the boat (try to keep the next page hidden)? If you were going to build a boat with things that you might find on the beach or around your home, what would you use? Elicit ideas from the children and collect a list of useful objects:</p> <p><i>Helpful things you will need: bedsheet, front door, planks of wood, nails, hammer, saw, a tennis racket (as a paddle) ...</i></p>	Basic Design and Technology kit to make own boats (complete in an art or DT lesson)	<p>Explain to children that we are going to write instructions to help Finn make his boat, after all this is a hard task to do on his own. We will need to use the nouns and verbs from the warm-up and use these to construct command sentences. Teacher to model write:</p> <p><i>How to Build a Boat for a Long Journey</i></p> <p><b>Guidance</b></p> <p><i>Step 1: Before you start, always check politely that you can take the above items</i>  <i>Step 2: Carefully nail some planks of wood together into a boat shape. Be careful though and not careless!</i>  <i>Step 3: Hammer a gate to the side of the boat and a broom as the sail</i></p> <p>Link this to an art or DT lesson where children illustrate, label and make their own boat and test its seaworthiness (see picture).</p>	<p>Once children have written their set of instructions, reveal the next page so they can see how Finn's finished boat looks.</p> <p>Draw children's attention to the verb 'planned' and the use of the double consonant – add this to the working wall.</p> 
6) I can use prepositions to describe my ship	<p><b>I can use a range of prepositions</b></p> <p><b>I can use interesting nouns and verbs</b></p> <p><b>I can use the suffix -est</b></p>	<p>What could we call our boats when they're finished? Use Grandpa's study to think of a name e.g. <i>The Golden Fish, The Blue Whale, Boat of Dreams</i></p> <p><b>Boat brochures:</b> You are the captain of your boat and you must be very proud of this vessel. Review the prepositions used in session 3 and the vocabulary used in session 5. Can we use these words to write a description of our boat? Why is your boat the best for a long journey? Why would passengers want to sail on your boat? Allow children time to orally rehearse their advertisements/ brochures.</p>	<p>Model boats</p> <p>Labels</p> <p>Simply the Best (see resources)</p>	<p><b>Simply the best!</b> Before children begin writing explore the spelling rule of adding -est to a root word. Give children a range of root words and explore any spelling rules like what happens to the y at the end of the word.</p> <div style="border: 2px solid purple; padding: 10px; display: inline-block;"> <p><i>The Golden Eagle This ship is ready for a long journey. It has the tallest mast. The mast stands proudly above the ship. The bow is the pointiest and will cut through waves like a knife.</i></p>  </div>	<p>Children instantly publish their descriptions on labels and stick to their boats.</p> <p>This could be linked to the spelling focus for the week, adding -ing, -ed, -er, -est to the end of words.</p>

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7) I can use noun phrases to write a captain's log	<p><b>I can use -ing words as adjectives</b></p> <p><b>I can write in past tense</b></p> <p><b>I can use prepositions</b></p> <p><b>I can build noun phrases</b></p> <p><b>Challenge: I can use repetition to show the passing of time</b></p>	<p>Read the book up to the page where Finn finds the place where the ocean meets sky. Elicit as many descriptions as you read.</p> <p>Play <b>Lucky Dip Descriptions</b> to support children with language. The focus here is using -ing words as adjectives (link to spelling rules).</p> <p><b>Drama time!</b> If you managed to obtain a waterproof fishing hat, then this is the time to put it on. Explain that now that our boats are made, we are ready to set sail. Play the sound effect from session 2 and invite children to set the chairs in the classroom up like a boat. Roll up some paper to act as telescopes and encourage children to use some of the language from earlier including the prepositions.</p>	<p>Calendar pages</p> <p>Lucky Dip Descriptions</p> <p>Rolled up Telescopes</p>	<p><b>Captain's log:</b> Explain to children that captains of ships always keep a daily log to record all the things they see on their long voyages. In this log, we need to be as detailed as we can. Children could write these up on calendar pages.</p> <p><i>Day 1</i> <i>I met a huge, floating goldfish above the rolling waves. The fish said that they could show me where the ocean meets the sky.</i></p> <p><i>Day 2</i> <i>I followed and followed and followed the goldfish until my head started to feel dizzy. Then, all of a sudden, we were in the Library Islands. Towering books stood all around. I stared and stared..</i></p>	<p>Children could write this over a couple of days in order to describe the different worlds that Finn sees.</p> <p>Ask the children: all the worlds that Finn has seen can you find them in Grandpa's study?</p> <p>Look at the picture of Grandpa's study again and see what details they can find. Why do you think this is? Is Finn remembering all Grandpa's fantastical stories?</p>
8) I can use past tense to write a postcard	<p><b>I can write in past tense</b></p> <p><b>I can use noun phrases</b></p> <p><b>I can describe feelings</b></p> <p><b>I can use the suffixes -ness and -ment</b></p>	<p>Explain to children that Finn is starting to miss Mother whom we saw in the early pages of the book and feels he wants to write her a postcard (or a letter).</p> <p>Revise with children the vocabulary that we used in sessions 4 and 5 (this could be on the working wall). Which of these words could we use when explaining to his mother what he has seen? Which words would we use to explain our feelings? Have the following root words displayed: amaze, happy, sad, strange, excite, astonish. Can children stick the -ness or -ment suffixes on the correct words?</p>	Vocabulary on display	<p>Use this as another opportunity for instant publishing, giving children blank postcards to write on.</p> <p><b>Shared writing:</b></p> <p><i>Dear Mother,</i></p> <p><i>It's been a trip filled with wonder and amazement. On day one I met a massive goldfish. They told me they could show me the way. I was filled with astonishment! How strange!</i></p>	<p>Could children add in different sentence types to add variety?</p> <p><i>How are you? Do you miss me? How lonely you might feel! Be strong please.</i></p>



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9) I can use sentence types to write dialogue	<p><b>I can use command sentences</b></p> <p><b>I can use exclamatory sentences</b></p> <p><b>I can use statements</b></p> <p><b>I can use questions</b></p> <p><b>Challenge: I can use inverted commas</b></p>	<p>Read up to the page ending, "...to him from far away..." and explore with children what questions he might have asked. Use <b>Talk to the Hand</b> to support.</p> <p>Who does the moon look like? Elicit that the face in the moon looks like Grandpa? Remind children of the black and white page where the moon shines outside Grandpa's study. Why do you think the moon looks like Grandpa? Why is Finn saying goodbye? What else might he want to say to Grandpa?</p>  <p>Explore and revise some of the sentence types we used so far (commands in instructions, exclamatory sentences in the postcards) and see if children can sort them and explain their characteristics. How do you know this is a command?</p>	<p>Speech bubble post-it notes</p> <p>Pictures of the page</p>	<p>On sugar paper children record their ideas about what Finn might say. They could do the same for Grandpa perhaps using different colour post-it notes.</p> 	<p>Can some children "burst the speech bubble" are record their dialogue with inverted commas?</p>
10) I can describe my own fantasy setting	<p><b>I can use noun phrases</b></p> <p><b>I can use prepositions</b></p> <p><b>I can use -ing words as adjectives</b></p> <p><b>Challenge: I can use similes</b></p>	<p><b>Food stories:</b> Read to the end of the story. Why does mum call dinner "Grandpa's dumplings"? Discuss with children how food is very special to families and recipes are past down from one generation to the next. Food is one way we remember people. Do the children have a 'special food' that reminds them of someone or some event?</p> <p>We also pass stories from one generation to the next and this is how they are preserved, and people remembered. Show children again the leather-bound book from session 1 labelled Grandpa's Stories and give them a page from the book (or paper that looks like it could have been from the book). It's our turn to add to this book and create our own fantasy world.</p>	<p>A3 Sugar Paper</p> <p>Post-it notes</p>	<p><b>A whole new world:</b> Explain that we are going to describe our own world on this piece of paper. Our story is going to be called: The Land of _____ and _____. What could we put in these blanks? Give children some ideas such as: rockpools, cities, beaches, castles, jungles, deserts, libraries, farms. Possibly in groups, children choose two different worlds and on some sugar paper describe on post-its what objects, animals, landscapes would be in this world. Once children have decided, write descriptions of their new world. <i>Once, a long time ago, there was a Land of Rockpools and Libraries. This was the strangest world you would ever visit. There were fish that looked like books and, if you caught one, it would tell you a story.</i></p>	<p>Can children write some similes to describe their world? Or use repetition?</p> <p><i>Bubbles would spin around and around and like ballerinas and when they popped you would learn a new word.</i></p>



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11) I can plan my story	<p><b>I can summarise the main events into stories</b></p> <p><b>I can group sentences into paragraphs</b></p> <p><b>I can use simple adverbials of time</b></p>	<p>Explain to children that today we are going to map out our own story based on the story shape of <i>Ocean Meets Sky</i>. We are going to use our own fantasy world. We can change the character and the loved one that they miss (Grandpa/Grandma/Aunt). How would our main character travel to the fantasy land?</p> <p>Show children the story shape opposite and give them a Bare Bones planning sheet (there are lots of ways children can plan their story however). Can children plan out their story. Initial questions would be: who is their main character? Where do they live? Who do they miss?</p>	<p>Story Shape</p> <p>Bare Bones</p>	<p><b>Story shape:</b></p> 	<p>Can children add simple time adverbials to their sentences e.g. one morning, the next day, after...?</p> <p>Children share their ideas and magpie from each other.</p>
12) I can use noun phrases to write the beginning of my story	<p><b>I can use a range of adjectives</b></p> <p><b>I can use a comma</b></p> <p><b>I can use time adverbials</b></p> <p><b>Challenge: I can use a simile to describe</b></p>	<p><b>Shared writing:</b></p> <p>Use their plans from the previous session to write the beginning of the story, modelling creating a different 'section' for each of the parts of the story (e.g. in simple paragraphs), using the sequencing adverbs (above) to organise the events.</p>	<p>Story Plans</p>	<p>Children set the scene to their story, introducing the main characters and the special relationship they had.</p>	<p>Ask children to reread their story so far and ask them to identify where they have used any noun phrases for description. Can they find any parts of the setting or character description where they could add more?</p>



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13) I can use past tense to write the middle of my story	<p><b>I can use the conjunctions 'before' 'after' and 'when'</b></p> <p><b>I can use a range of verbs</b></p> <p><b>I can use adverbs</b></p> <p><b>Challenge: I can use the suffixes -ful and -less</b></p>	<p>Use the modelled plan to write the second half of the story. Once written, reread and identify the tense used for each of the verbs. Identify the suffix and ensure -ed has been used or if the verb is irregular, e.g.:</p> <p><i>She decided that she was going to build a submarine to find the land where the Rockpools and Libraries Meet.</i></p> <p><i>One morning, before her mum woke up, she collected the things she needed to make the submarine. She collected: bedsheets, a broom stick...</i></p> <p><i>She hammered together the wood and nailed her jumper to the mast. She was really proud of her submarine and called it..</i></p>	Story Plan	Children write the middle of their story using their plan.	Ask children to reread their story so far and ask them to identify where they have used any noun phrases for description. Can they find any parts of the setting or character description where they could add more?
14) I can use noun phrases to write the ending to my story	<p><b>I can use -ing words as adjectives</b></p> <p><b>I can use prepositions</b></p> <p><b>I can build noun phrases</b></p> <p><b>Challenge: I can use repetition to show the passing of time</b></p>	Children write the part where their character travels to and finds this strange land. Encourage children to use the -ing words as adjectives and prepositions. In this land, they meet their missed relative and say good bye before coming home.	Story Plan	Children finish stories using the story plan and the ideas within shared writing. Once written, ask children to edit for consistent tense by underlining their verbs and then highlighting the suffixes used to ensure consistency.	Can some children add in their dialogue using inverted commas?



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<p>15) I can edit and publish my work.</p> <p>I can write a letter to the author.</p>	<p><b>I can use a story plan to order events</b></p> <p><b>I can edit for consistent tense</b></p>	<p>Children celebrate their stories and make them into books. These could be done as suitcase books.</p>	<p>Card for bookmaking</p>	<p>Display ideas: Children display their finished books along with their model ships and the items from Grandpa's box. This could be linked to art; children can use collage to create pictures of their fantasy worlds.</p>	<p>Children could finish the unit by writing a letter to the Fan Brothers explaining what they thought of the story and explaining their own versions. Children could describe how the story made them feel and think.</p>



# Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)

If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.

Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions			
<p>Session 1</p> <p>Y1) To use phonics to label objects</p> <p>Y3) To use a range of conjunctions</p>	<p>Children discover the box of Grandpa's things and, using phoneme frames, label the various items found in the box. Children could have pictures of these items to stick in their books and label.</p> <div style="border: 1px solid black; display: inline-block; padding: 5px; margin: 10px 0;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 30px; height: 30px;">b</td> <td style="width: 30px; height: 30px;">oa</td> <td style="width: 30px; height: 30px;">t</td> </tr> </table> </div> <p>If children are ready, they could place these nouns in a sentence, using the conjunction 'and'.</p> <p><b>Shared writing</b> Grandpa has a boat and a photo. Grandpa has a....</p>	b	oa	t	<p>As is outlined in the plenary of the session, children use a wider range of conjunctions to add detail and make predictions.</p> <p><b>Shared writing</b> When they meet up, I reckon they have fun together. Grandpa and Finn are always happy after a day playing together. They enjoy spending time together so they always plan to meet up. They do lots of different activities while mum gets the dumplings ready.</p>
b	oa	t			
<p>Session 2</p> <p>Y1) To use adjectives to describe</p> <p>Y3) To use adverbs in a description to modify adjectives</p>	<p>Children use some of the adjectives from the Zones of relevance scaffold (see resources). Children write a description of Grandpa, using the verbs 'is/has'. Can children use the conjunction 'and'?</p> <p><b>Shared writing</b> Grandpa is peaceful. Grandpa has grey hair and a lined face.</p>	<p>Give children a range of useful adverbs. These could include:</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">terribly</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">wonderfully</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">delightfully</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">adorably</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">hugely</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">enthusiastically</div> </div> <p>Can children use some of these in their descriptions of Grandpa?</p> <p><b>Shared writing</b> Grandpa is wonderfully peaceful and calm. He has a delightfully warm smile and magical eyes.</p>			
<p>Session 3</p> <p>Y1) To use the present progressive tense</p> <p>Y3) To use adverbs to modify verbs in a sentence</p>	<p>Show children the back and white illustration of Finn standing with Grandpa at his desk. What is Finn and Grandpa doing now? Children write sentences in the present progressive tense. Give children a range of -ing verbs and ask children to choose the right ones. These could include:</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; margin: 10px 0;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">sitting</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">thinking</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">smiling</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">playing</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">holding</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">looking</div> </div> <p><b>Shared writing</b> Grandpa is standing next to Finn. Grandpa is smiling.</p>	<p>Remind children of the adverbs used in the previous session. Explain that, in this session, we are going to use adverbs next to verbs to add detail and meaning in their diary entries. Adverbs could include:</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; margin: 10px 0;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">patiently</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">wonderfully</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">terribly</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">slowly</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">carefully</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; margin: 5px;">strangely</div> </div> <p><b>Shared writing</b> Dear diary, I am patiently sitting in Grandpa's study. I'm thinking of him and missing him terribly. I can see his shells on the table and his old pipe next to the shells.</p>			

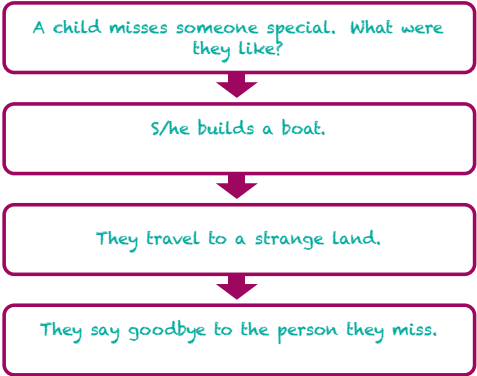
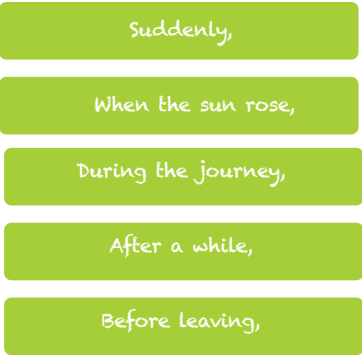


Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions								
<p>Session 4</p> <p>Y1) To use simple past tense</p> <p>Y3) To use adverbials of time in a diary entry</p>	<p>Give children the following verbs and ask them to change these into past tense. These could include: <b>walk, talk, play, stop, plan, sail</b> and <b>carve</b>. Children use these verbs to write sentences about what Finn and Grandpa used to do together.</p> <p><b>Shared writing</b> They planned lots of activities and they sailed on a boat.</p>	<p>Children continue their diary entries, using a range of adverbs and adverbials to build cohesion.</p> <p><b>Shared writing</b> When Grandpa was alive, we used to do lots of exciting things together. Every week, we swam in the sea and walked along the beach excitedly. I never felt any sadness when I was by his side.</p> <p>Before I went to bed, he told me great stories of the sea and the world. His old, wrinkled face glowed with kindness when he told me these stories. I would dream about the strange and wonderful places he told me about after I fell asleep peacefully.</p>								
<p>Session 5</p> <p>Y1) To use command sentences in a set of instructions</p> <p>Y3) To use prepositions and conjunctions in a set of instructions</p>	<p>Give children a range of imperative verbs related to building something. These could include:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">hammer</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">saw</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">clean</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">paint</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">tie</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">bend</div> </div> <p>Mime these verbs and sound them out with children. Model placing an imperative verb at the start of a sentence to create commands. Children write their instructions.</p> <p><b>Shared writing</b> Hammer the nails and tie the sails. Bend the wood and hammer it together.</p>	<p>Give children a range of conjunctions and prepositions. Children can extend sentences and use a range of sentence openers.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">during</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">when</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">while</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">before</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">after</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px;">so</div> </div> <p><b>Shared writing</b> How to Build a Boat for a Long Journey</p> <p>Step 1: Before you start, always check politely that you can take the above items. Step 2: Carefully, measure and cut out some fabric. On the fabric, paint a picture of a skull and crossbones. Step 3: Wait until the paint dries before you tie it to the mast of the boat. Step 4: During this process, make sure you were goggles so eyes are protected.</p>								
<p>Session 6</p> <p>Y1) To use adjectives to describe and label</p> <p>Y3) To use a range of prepositions to describe</p>	<p>Give children the following adjectives. Can they sort them into colour, shape and size? Once they have done this, children write descriptions of the boats they made.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">blue</td> <td style="padding: 5px;">white</td> <td style="padding: 5px;">tall</td> <td style="padding: 5px;">round</td> </tr> <tr> <td style="padding: 5px;">thin</td> <td style="padding: 5px;">big</td> <td style="padding: 5px;">small</td> <td style="padding: 5px;">curved</td> </tr> </tbody> </table> <p><b>Shared writing</b> My boat has a tall mast and a curved hull.</p>	blue	white	tall	round	thin	big	small	curved	<p>Children use a wider range of prepositions when describing their boat. Can they start their sentences with prepositional phrases?</p> <p><b>Shared writing</b> The Golden Eagle This ship is ready for a long journey. On the middle of the deck, there is the tallest mast. Above the ship, the mast stands proudly. At the front of the ship, the bow will cut through waves like a knife.</p>
blue	white	tall	round							
thin	big	small	curved							



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions																
<p>Session 7</p> <p>Y1) To use adjectives to write a captain's log</p> <p>Y3) To use expanded noun phrases to write a captain's log</p>	<p>Children role play being on the boat. They could make paper telescopes to help them pretend to spot strange things. Give children the following adjectives (building on from the previous session). Can they sort them into colour, shape and size? Once they have done this, children write descriptions of the strange sights they saw on their boat trip.</p> <table border="1" data-bbox="436 343 1272 427"> <tr> <td>gold</td> <td>silver</td> <td>tiny</td> <td>round</td> </tr> <tr> <td>long</td> <td>huge</td> <td>steep</td> <td>flat</td> </tr> </table> <p><b>Shared writing</b> The fish was huge and round. It had golden scales.</p>	gold	silver	tiny	round	long	huge	steep	flat	<p>Children write their log and include expanded noun phrases. Can they also use abstract nouns? Give children these to support them in creating noun (of) noun phrases e.g. <i>goldfish of beauty and enchantment.</i></p> <table border="1" data-bbox="1308 290 2154 375"> <tr> <td>beauty</td> <td>mystery</td> <td>excitement</td> <td>knowledge</td> </tr> <tr> <td>harmony</td> <td>enchantment</td> <td>magnificence</td> <td>brilliance</td> </tr> </table> <p><b>Shared writing</b></p> <p>Day 1 I met a huge, floating goldfish of beauty above the rolling waves. The fish said that they could show me where the ocean meets the sky.</p> <p>Day 2 I followed and followed and followed the goldfish until my head started to feel dizzy. Then, all of a sudden, we were in the steep Library Islands of knowledge. Towering books stood all around. I stared and stared..</p>	beauty	mystery	excitement	knowledge	harmony	enchantment	magnificence	brilliance
gold	silver	tiny	round															
long	huge	steep	flat															
beauty	mystery	excitement	knowledge															
harmony	enchantment	magnificence	brilliance															
<p>Session 8</p> <p>Y1) To use plural and singular nouns in a postcard</p> <p>Y3) To use adverbials to write a postcard</p>	<p>Children look at the different illustrations on these pages and label the different nouns that they see. What nouns do they see more than once? Model adding -s/-es when there is more than one of the nouns. Children include these in a postcard.</p> <p style="text-align: center;">one castle one octopus ships and clouds</p> <p><b>Shared writing</b> I saw clouds and balloons. I saw a giant goldfish and a long dragon.</p>	<p>Children write their postcards using a range of adverbials to build cohesion and sequence. Remind children of the prepositions and conjunctions in session 5.</p> <table border="1" data-bbox="1417 790 1993 922"> <tr> <td>during</td> <td>when</td> <td>while</td> </tr> <tr> <td>before</td> <td>after</td> <td>so</td> </tr> </table> <p><b>Shared writing</b> Dear Mother,</p> <p>It's been a trip filled with wonder and amazement. During day one, when the sun set, I met a massive goldfish on a cloud. Enthusiastically, they told me they could show me the way. I was filled with astonishment! How strange!</p>	during	when	while	before	after	so										
during	when	while																
before	after	so																
<p>Session 9</p> <p>Y1) To ask questions</p> <p>Y3) To use inverted commas to write speech</p>	<p>Children use the Talk to the Hand scaffold (see resources) and create a range of questions in the speech bubbles. Encourage children to think of questions Grandpa would ask and what Finn would ask.</p> <p><b>Shared writing</b> Where are you? How are you? Do you miss me? Do you like this boat?</p>	<p>Children transform the speech bubble into dialogue using inverted commas and synonyms for 'said'.</p> <p><b>Shared writing</b> "Do you like my boat?" asked Finn enthusiastically. "I love it. Did you see anything interesting?" Grandpa laughed warmly.</p>																



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 10</p> <p>Y1) To use adjectives to describe</p> <p>Y3) To use expanded noun phrases to describe</p>	<p>Remind children of their writing in session 7. Can children draw a picture of a strange world? Children could all do the same strange world. Perhaps the Land of Fairy Tales.</p> <p>Children write adjectives and noun phrases to describe what they would see there.</p> <p><b>Shared write</b> There was a big, bad wolf and a castle. The castle was huge and steep.</p>	<p>Remind children of their writing in session 7. Children choose what strange land they want to create. Children draw pictures and create expanded noun phrases.</p> <p><b>Shared write</b> Once, a long time ago, there was a Land of Rockpools and Libraries. This was the strangest world you would ever visit. There were bright fish of knowledge that looked like books and, if you caught one, it would tell you a story.</p>
<p>Session 11</p> <p>Y1) To plan a story</p> <p>Y3) To use adverbials to plan a story</p>	<p>Children plan their story, following the plot points below. They can draw this as a story map. They can innovate on this by changing the name of the main character and the land they travel to.</p> 	<p>Children use the bare-bones planning to create their own Ocean Meets Sky story. Encourage children to make a note of some of the adverbials they will use in each section of the story. Give children a range of adverbials to support with this.</p> 
<p>Session 12</p> <p>Y1) To use past tense to write a story</p> <p>Y3) To use paragraphs to write a story</p>	<p>Children use the past tense verbs covered in this sequence of learning to write a narrative based on Ocean Meets Sky. Remind children of the learning in sessions 3 and 4 particularly.</p> <p><b>Shared write</b> One day, Leo missed his Grandpa. His Grandpa was kind and gentle. They planned lots of activities and they sailed on a boat.</p>	<p>Children write their story using the range of adverbials used in the plan. Continue to remind children to take a new paragraph when the place or time changes in their story. Remind children of the learning in sessions 2, 3 and 4 particularly.</p> <p><b>Shared write</b> One cloudy day, Leo sat at his Grandpa's desk. He patiently sat and remembered him. He missed him terribly. Leo could see his shells on the table and his old pipe next to the shells. When Grandpa was alive, they used to do lots of exciting things together. Every week, they swam in the sea and walked along the beach excitedly. Leo never felt any sadness when he was by his side. Grandpa is wonderfully peaceful and calm. He has a delightfully warm smile and magical eyes.</p>



Session/Learning Objective	Additional Year 1 Suggestions	Additional Year 3 Suggestions
<p>Session 13</p> <p>Y1) To use adjectives to continue a story</p> <p>Y3) To use expended noun phrases to continue a story</p>	<p>Children continue their story, describing the boat they built and the strange land they visit. Remind children of the learning in sessions 5, 6 and 10.</p> <p><b>Shared write</b>  <i>Leo decided to build a boat He hammered the nails and tied the sails. His boat had a tall mast and a curved hull.</i></p> <p><i>He sailed to the Land of Fairytales. There was a big, bad wolf and a castle. The castle was huge and steep.</i></p>	<p>Children continue their story, describing the boat they built and the strange land they visit. Remind children of the learning in sessions 5, 6 and 10.</p> <p><b>Shared write</b>  <i>To honour his Grandpa, Leo decided to build a boat. Carefully, he measured and cut out some fabric. On the fabric, he painted a skull and crossbones. Leo waited until the paint dried before he tied it to the mast of the boat</i>  <i>This ship was ready for a long journey. On the middle of the deck, there was the tallest mast. Above the ship, the mast stood proudly. At the front of the ship, the bow could cut through waves like a knife.</i>  <i>Leo sailed to the Land of Rockpools and Libraries. This was the strangest world you would ever visit. There were bright fish of knowledge that looked like books and, if you caught one, it would tell you a story.</i></p>
<p>Session 14</p> <p>Y1) To use questions to end a story</p> <p>Y3) To use dialogue to end a story</p>	<p>Children finish their story in this session. Remind children of the learning in session 9.</p> <p><b>Shared write</b>  <i>Leo saw his Grandpa. Where are you? How are you? Do you miss me? Do you like this boat? His Grandpa smiled and told him that he loved him.</i></p>	<p>Children finish their story in this session. Remind children of the learning in session 9.</p> <p><b>Shared write</b>  <i>"Do you like my boat?" asked Leo enthusiastically.</i>  <i>"I love it. Did you see anything interesting?" Grandpa laughed warmly.</i>  <i>"I did but I was looking for you," said Leo.</i>  <i>"I love you!" they both laughed at the same time.</i></p>
<p>Session 15</p> <p>Y1 and 3) To edit and publish my work</p>	<p>Children edit their work with a focus on writing in past tense and third person. Year 3s also focus on editing for adverbials and paragraphing. Children also publish their work into booklets.</p>	



# Glossary

**Role on the Wall** – Activity where children are provided with an outline of a character. Within the outline they add words and phrases to describe how that character might be feeling or what they might be thinking. Outside the outline, they add words and phrases to describe other people's perceptions of that character.

**Talk to the Hand** – Children use 6 question stems (who, what, when, where, why and how) to ask questions about a story, setting or character.

**Zone of Relevance** – A strategy for activating dormant vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

**Shades of Meaning** – Children choose a 'base' word and, using a colour chart (with different shades of the same colour) and then identify different words with the same meaning, matching their strength to the intensity of colour. This is best done collaboratively, giving children an opportunity to put words in sentences.

**Book Talk** – 'Book-talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.

**Likes, Dislikes, Puzzles and Connections** – Children work collaboratively to shape ideas about a text, expressing opinions about aspects they enjoyed and also disliked, as well as asking questions about things that may have puzzled them and making links to other texts, films, theatre productions, school visits or any other valid experience they have had. Encourage children to justify their responses with reasons.

**Grammar Splat** – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

**Lucky Dip Descriptions** – Used to create simple noun phrases. Children are provided with banks of adjectives and nouns which they select from to create noun phrases. Some children could select two adjectives to be separated with a comma, e.g. the blue, cloudless sky.

**Bare-bones** – Identify the main elements of the narrative and use boxes to sequence them in order.

**Talking Partners** – Usually in whole-class teaching, each child has a partner, with whom

A Writing Root for Ocean Meets Sky by The Fan Brothers  
Date written: February 2020

they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

**Independent Writing** – Remind pupils of the specific writing focus before they write. Some pupils may need support. Prior to writing, refer to models of quality examples, including those developed in class. Refer to prompts on working wall.

Display examples of pupil work during plenaries or further class sessions to support editing process.

**Teacher-in-Role** – Teacher takes on a role from the text.

**Writing-in-Role** – Whilst in role, teacher models writing as a character from the text.

## Shared Writing (may refer to):

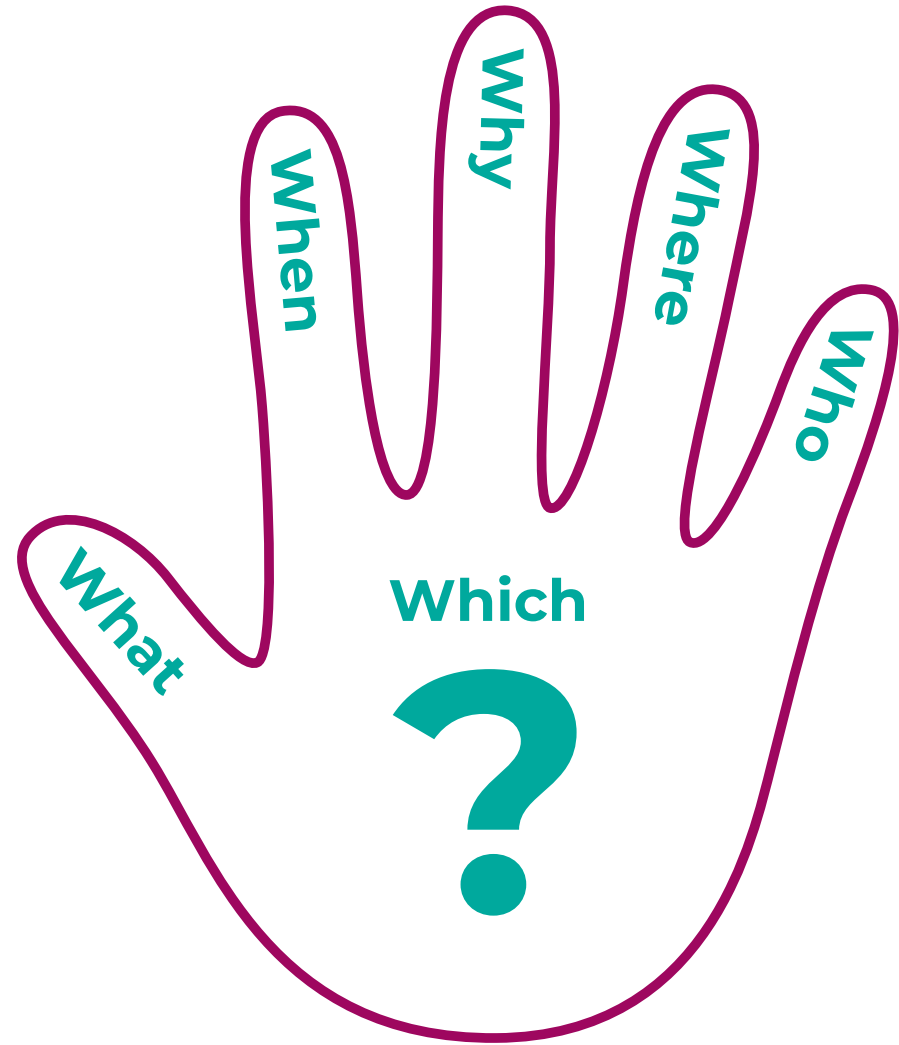
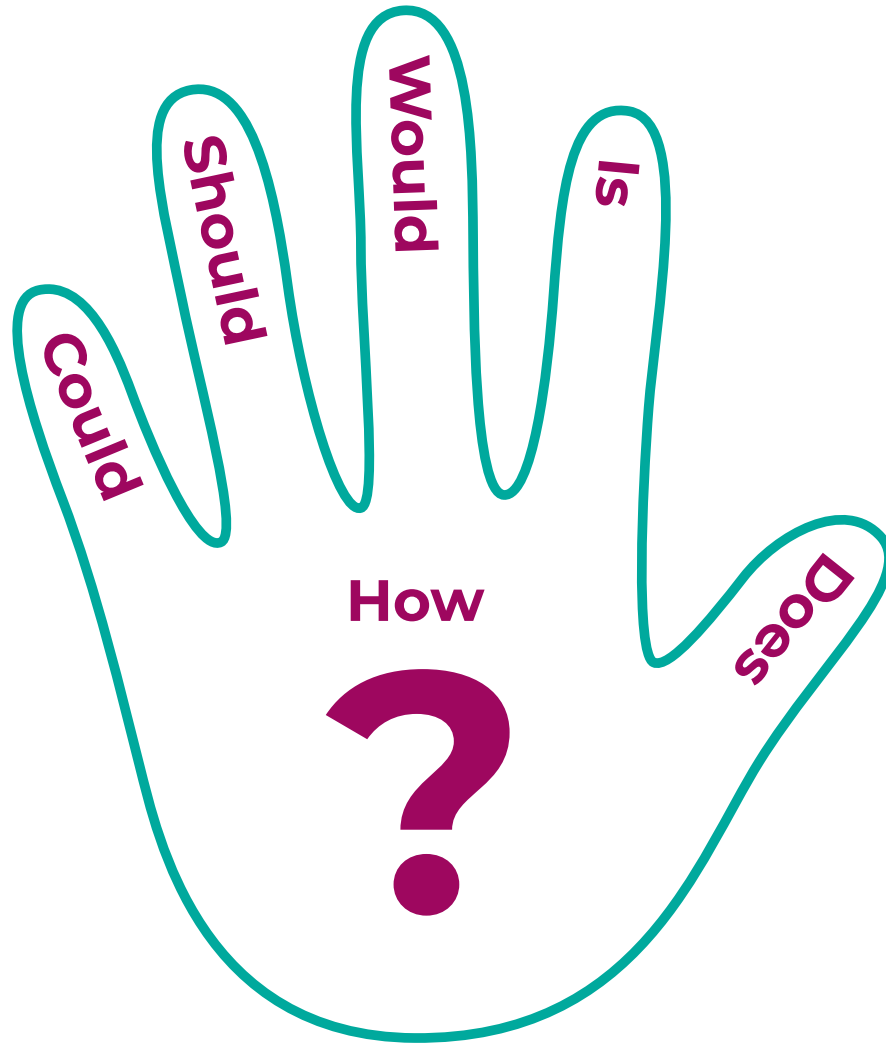
**Modelled Writing** – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

**Teacher as Scribe** – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

**Supported Writing** – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.

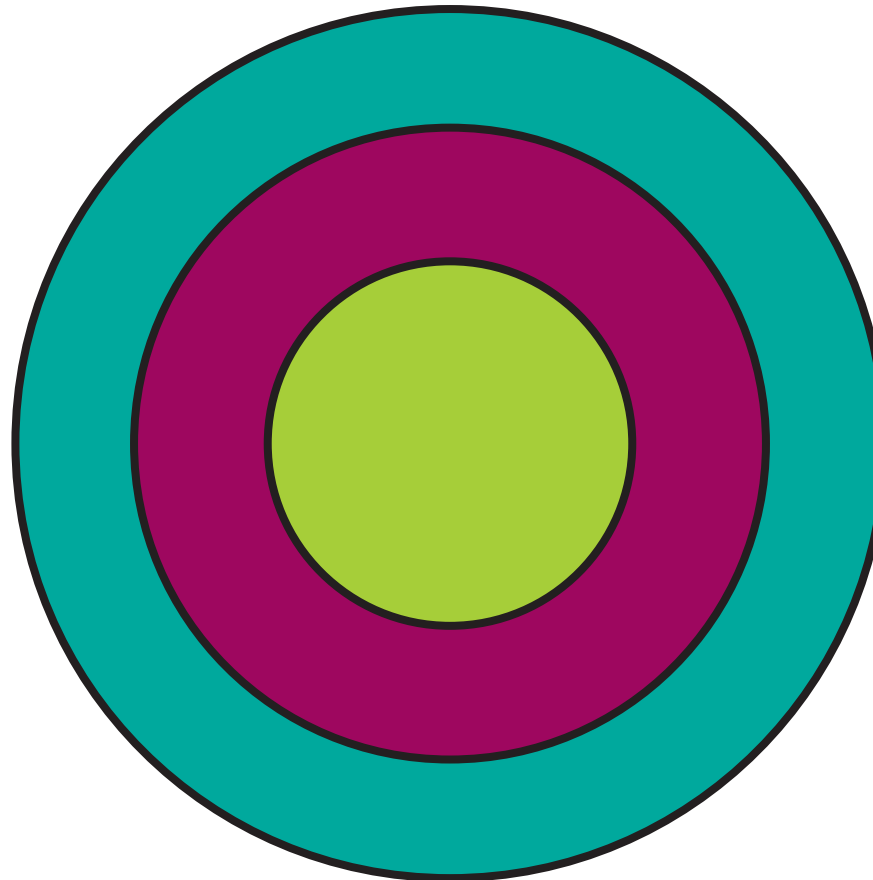


# Talk to the hand



# Zone of relevance for Grandpa

special	wispy	scary	calm
worn	threatening	young	dangerous
old	caring	lined	magical
warm	comforting	rough	thoughtful
cold	grey	confused	clever
wrinkled	peaceful	loud	safe



# Bare-bones planning



# From the present to the past

walk

play

talk

tell

pad

plan

think

stop

collect

swim

hum

sing

sail

just add -ed/-ing

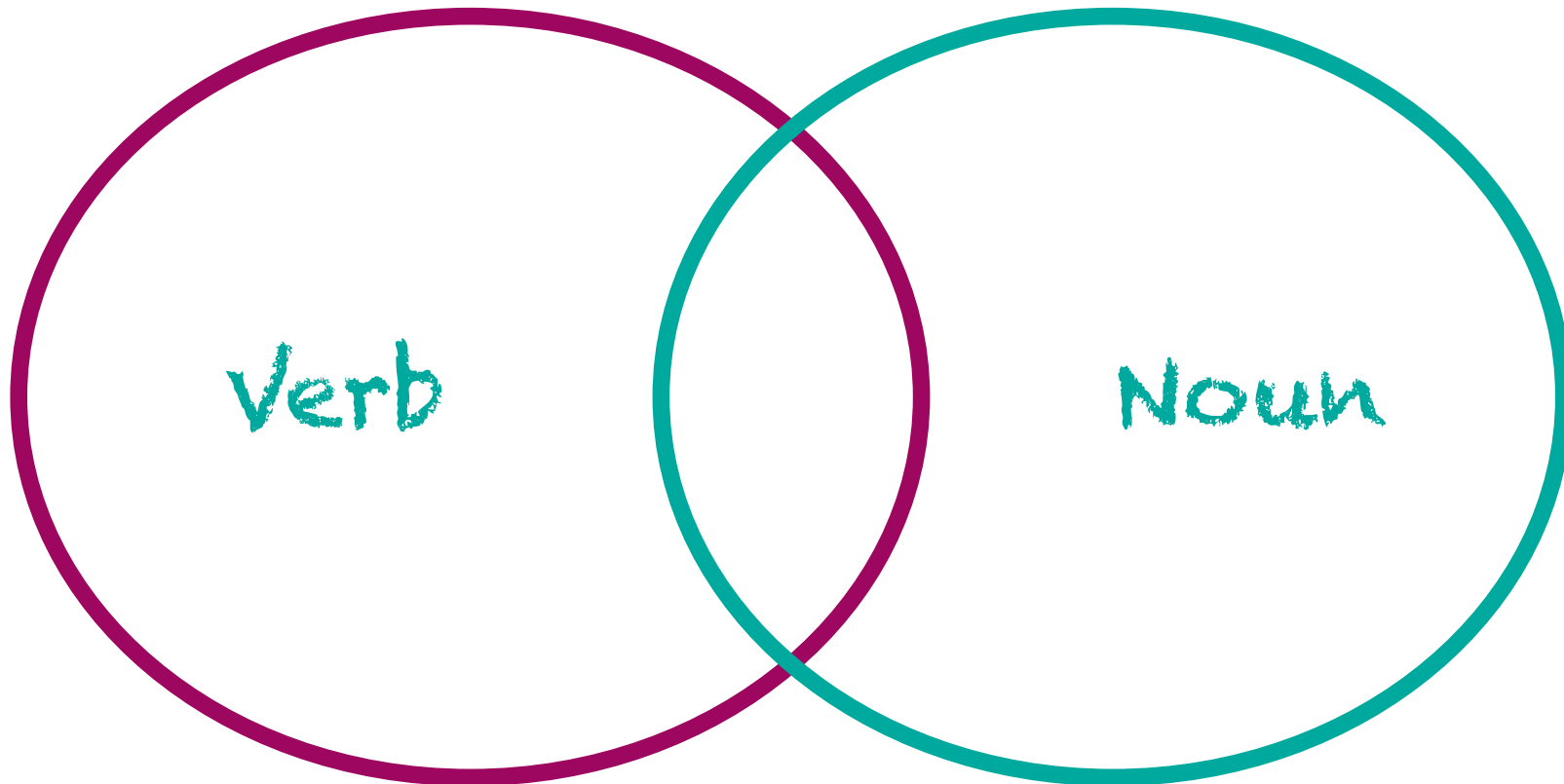
add -ed/ing  
and double the  
consonant

irregular verb



# Verb, noun or both?

hammer	collect	bedsheets
nail	saw	gate
wood	dust	door
bow	clean	hinges
flag	jumper	cushions
sail	sweater	pillows



# Lucky dip descriptions

glowing

floating

rolling

swirling

towering

books

waves

shells

goldfish

jellyfish

