

## Our Literacy Learning Journey for writing to entertain the reader

**Book:** The day the crayons quit – Drew Daywalt / Oliver Jeffers

**Hooks /Experiences:** Colouring activity using new coloured pencil/stack.

**Writing purpose:** to persuade the reader – in role to entertain the reader - poetry

**Impact:** Our writing will be inspired by this text. We will explore the feelings of the characters and how they write to persuade the reader and Duncan. We will also use creative imagery to write effective colour poems.

### Spelling pattern/s focus:

High frequency words  
Apostrophes for contraction



### Basic skills focus/es:

Capital letters used to start sentences. Full stops used accurately.  
Question marks to demark questions.  
Coherence - does it make sense?  
Using conjunctions to show subordination and co-ordination.



### Gems focus/es:

Define – exploring vocabulary and word choice including how this shows character  
Retrieve – finding evidence to support a point of view.

### Phase 1: We are writing explorers

- We will share the story The day the crayons quit and respond using our reading gems
- We will capture and discuss any feelings words and sort them into positive and negative groups
- We will identify the series of problems and challenges faced by the different colours
- We will capture words to persuade and put forward a character's point of view (first, so, therefore, also, furthermore) and use these in role play.

#### Focus Grammaristics:

#### Focus Fantastics:



### Phase 2: We are planning for our writing

- We will choose a colour to be in character of, and plan a new letter to Duncan
- We will practise using conjunctions to join ideas and persuasive language to show a point of view.
- We will use our word banks to write letter to Duncan as a crayon, persuading him of how we feel (QUICK WRITE)
  
- We will use the lenses to generate ideas linked to colours e.g. ruby, red roses etc.
- We will look at model Colour poems and evaluate them to generate success criteria
- We will draft our own colour poems (QUICK WRITE)

### Phase 3: We are authors: Writing a colour poem (LA/SEND: using a model/template)

- We will share our writing with a partner, comparing it to the quality writing checklist (reading glasses)
- We will share feedback with a partner then edit and improve our writing throughout the writing process
- We will read and perform our poems to the class, or in groups
- Possible extensions- Duncan writing a response to the crayons, diary of a crayon since quitting, The day the glue stick quit.

**Guided reading links:** Looking at a range of Dear Greenpeace, another letter based story and how the letters contain the story. HA – the shape of the story compared to the traditional story map / mountain. Additional texts in the series – the day the crayons came back etc.

