

RESOURCES

- Sentences written on board for One-Liner: *Do not worry if you cannot find the key. I will ask Grandpa where it is hidden.*
- PCM 33 My One-Liners – from session 4:2
- PCM 37 Map of Dragon Island & PCM 35 Info about Dragon Island (from previous session)
- PCM 38 Directions planning sheet (1 x A3 and copy for each child)

WRITING OUTCOME (1): Directions for finding the treasure

Transcription Skills

- Using the apostrophe for contractions

Composition Skills

- Using talk and note-making to plan for writing

INTRODUCTION (2 minutes)

Choose a child to ask the group: *Arrrr you lily-livered landlubbers?* Group replies: *No! We arrr the Pirate Writing Crew!* Explain that someone different will ask the question in each session and that you are looking for a really good pirate voice.

WRITING WORKOUT: One-Liner (12 minutes)

Exercises: *We will start our writing workout with some warm-up exercises that will help get our bodies ready to write. (See Handbook section 10 for details of exercises.)*

1. **Writing Positions:** call out these commands: *BBC!* (bottom back in chair) *FFF!* (feet flat on floor) *Back straight!* *Head up!*
2. **Writing Exercises:** hand flips x 5

One-Liner: tell the children about an amazing thing that happened last night – Polly the Parrot started to talk to you! Explain that you listened very carefully and wrote down what she said and it is an important message for Jim Lad. Read the sentences written on the board: *Do not worry if you cannot find the key. I will ask Grandpa where it is hidden.*

- Encourage children to think about why Jim Lad needs to know this. (When they find the treasure chest they will need the key to open it!)
- Challenge the children to spot where they could use one of the target spelling words in the first sentence to combine two words to make a shorter word. Make the change. (Replace *Do not* with *Don't*.)
- Explain that there are other words that we can combine and use an apostrophe to show where a letter or letters have been missed out. Challenge them to find three more examples in these sentences and demonstrate how to make the changes: (*cannot / can't; I will / I'll; it is / it's*).
- Ask children to write the new version of the sentences on their One-Liners, using the contracted versions of the words.
- Ask each child to read back their finished sentence, checking that it makes sense and is accurate. *Have you used apostrophes in the correct places? Can you think of any other contracted words with apostrophes?* Challenge children to look out for more examples when they are back in class, when they are reading, etc.
- Explain that Polly the Parrot will be flying to the pirate ship very soon to try and find out where Grandpa has hidden the key for his treasure chest.

WRITING ACTIVITY: Planning and Demonstrating Writing (22 minutes)

- *What is our pirate writing task?* Encourage children to recall the purpose, audience and type of writing, e.g. *We are helping the crew of the Blackhole find Grandpa Pirate's buried treasure. We are writing a set of directions to help them explore Dragon Island safely.*
- *Today we are going to learn how to write a plan which will help us to choose the best words and compose clear sentences so that we can write our directions for exploring Dragon Island.*
- Give pairs of children the Dragon Island maps from the previous session with their own routes marked and ask them to check that they are happy with their chosen route. Remind them to check back to the information sheet (PCM 35) to alert them to the different dangers.
- Ask one pair to display their map and talk through the directions for the route they have planned. Praise them for using the compass points for directions and avoiding the dangerous places.
- Ask the other pair to talk through their route and then compare the two routes. Explain that the next step is to use their maps to help them as they plan their writing.
- Display your version of the Dragon Island map (PCM 37) and the enlarged planning sheet (PCM 38). Explain that you are going to demonstrate how to make a plan which will help them write a set of clear directions for someone else to follow. Talk through the different parts of the planning sheet, involving children by asking questions, e.g. *What do you think this part of the writing is for?*
- Point to the first part of the planning sheet and talk together about the goal of this writing. Challenge children to compose an opening sentence orally. Demonstrate how to write this sentence on the enlarged copy of the plan, e.g. *How to find treasure on Dragon Island.*
- Point to the second part and encourage children to think imaginatively about about the equipment that the pirates will need as they are exploring. Write notes on the planning sheet, e.g. *map, compass, spade, water bottle*. Check that they remember that lists have single words and not complete sentences.
- Point to the third part of the plan. Look together at the map (PCM 37) and the route you have marked. Emphasise that the directions you are going to write must be in the correct order. Ask: *Where does the route start?* Explain that each step can have a number, to make the order clear.
- Demonstrate how to start breaking the route down into stages and write brief notes for each short stage, e.g. *1. Land Anchor Bay, 2. South to cottage, 3. East to cherry tree*
- Finally, point to the fourth part and talk about the closing sentence. Ask: *What will the pirates have achieved when they have followed all your directions?* (Checked all the trees and found the treasure chest.) Demonstrate how to write notes with the key points.
- Give each child a Directions planning sheet (PCM 38). Ask them to make notes to help them plan and organise their ideas. Encourage the pairs of children to talk together about their chosen route around the island, helping one another as they write brief notes about each step.
- Monitor and offer support as the children complete their plans. Praise examples of children remembering to use single words or short phrases for their notes, rather than complete sentences.

REVIEW (4 minutes)

- **Interview the Writing Crew:** ask one child to talk about something that they have learnt today that will help them to improve their writing. If necessary, offer suggestions, e.g. *You used the points of the compass when you talked through your route. That will help you write clear directions for Jim Lad to use.*
- Point to the PLAN statement on the poster to show children how this work helps them develop their skills as writers.

Name _____

1. _____

2. _____

3. _____

4. _____

Copy for each child.



Welcome to DRAGON ISLAND

The best place in the Seven Seas
for burying your pirate treasure!

WARNING!



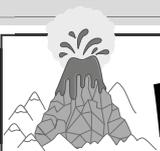
ONLY THE BRAVEST PIRATES
DARE TO VISIT

ARRIVING

- It is safe to land in Anchor Bay.
- You can row to the sandy beach.
- DO NOT try to land anywhere else!

FOOD AND DRINK

- Use the well by the ruined cottage for fresh water.
- Beware of the Poison Pool and DO NOT drink the water there.
- You can eat the bananas in Palm Grove.



BEST VIEWS

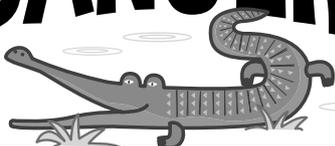
- Climb to the top of One Tree Hill to see right across the island and choose the best spot for your treasure.
- DO NOT climb the volcano. It might erupt!

THE LEGEND OF DRAGON ISLAND

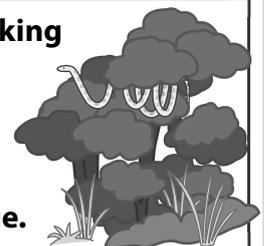
Deep in the mists of time, this island belonged to the dragons. Some say that an ancient dragon still lives in a cave by the volcano. It guards the keys of every pirate treasure chest that is buried on the island.

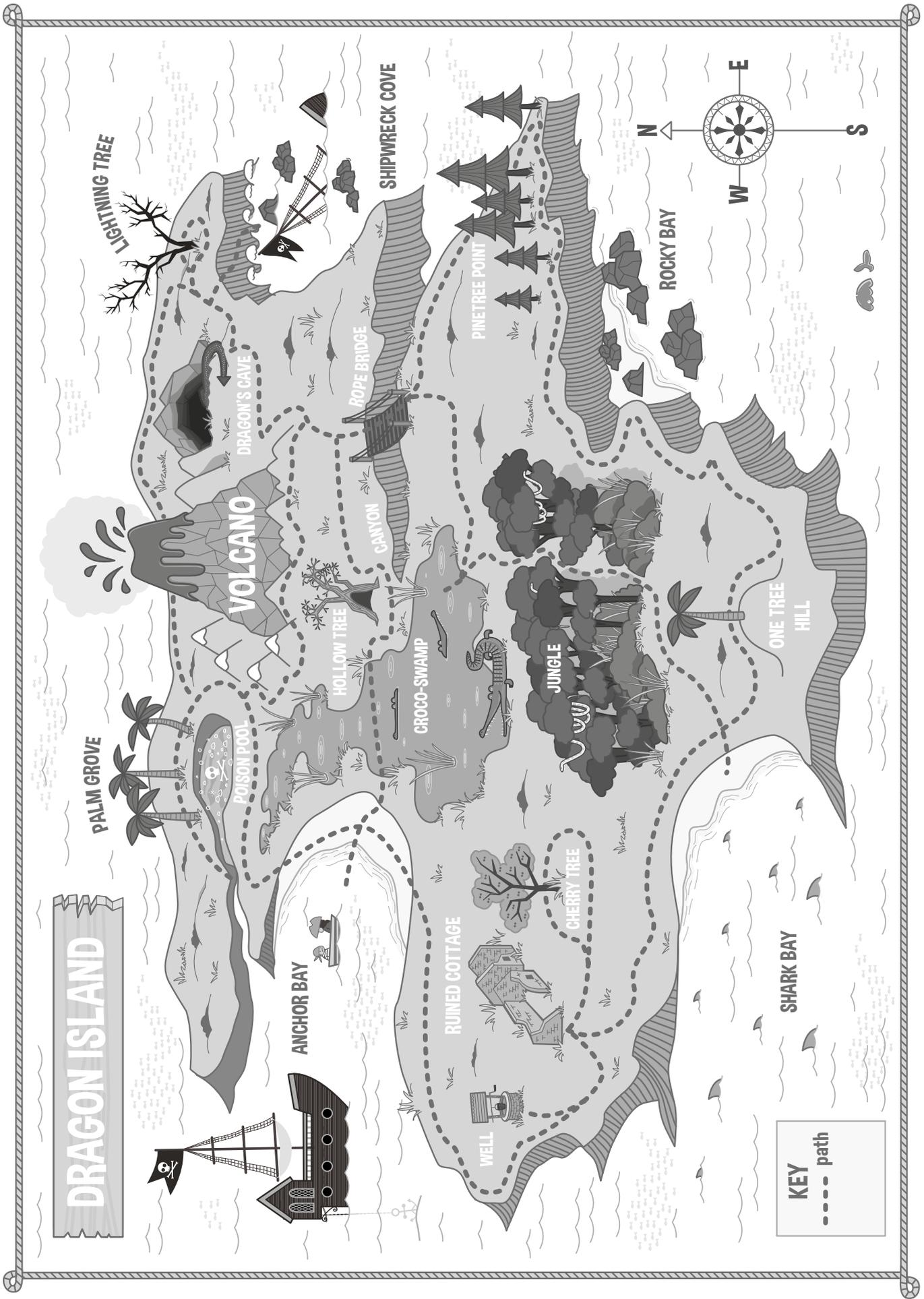


DANGER!



- Beware of the Croco-Swamp! It has sinking sand and pirate-eating crocodiles.
- Keep away from the jungle. It is full of poisonous snakes.
- The canyon is deep and wide. You can only cross it by the rope-bridge.





Enlarge to A3.

1. **GOAL:** What are these directions for?
Write a sentence.

How to _____

2. **EQUIPMENT:** What will you need?
Write a list.

3. **SEQUENCED STEPS:** Where do you start? Which way do you walk? When do you change direction? What do you need to look out for?
Write a series of sentences. Use imperative verbs at the beginning of your sentences.

4. **SUMMARY:** What have you achieved?
Write a closing sentence.

Now you _____
