English	The Bad Seed
Year 3	**by Jory John**
Spring 2: Weeks 3 and 4	**Character Description**

In this unit, children will be exploring *The Bad Seed,* building their knowledge and understanding as authors to write a character description. They will demonstrate their awareness of how reason and audience affect their choices as writers, including adapting the features and tone they use to communicate effectively.

Outcome	R.A.F.T.
To write a character description of The Bad Seed.	**R** - to understand more about the Bad Seed's personality and characteristics. **A** – other Year 3 classes **F** – expanded noun phrases, range of conjunctions, fronted adverbials, ==descriptive language for effect,== ==range of sentence structures.== **T** – mirror the text.

Prior Knowledge and Reading	Key Vocabulary
Children will have learnt about: • Character Descriptions (Y1 and Y2) • Plants • Living things and their habitats • Our place in the UK Children have previously read: •	• mumble • punch line • pointless • glare • humble • unremarkable • drooped • drifted

Oracy	Spelling
There will be opportunities for speaking and listening throughout the unit, designed to build children's ability to communicate effectively. Activities may include: • Communicating their ideas and explaining their reasoning. • Listening and responding to others. • Working collaboratively and sharing ideas. • Orally rehearsing writing. • Exploring characters' point of view. • Debating and articulating thoughts and ideas with others. • Using the appropriate volume, pitch, tone and register. • Performing extracts and their own writing.	Recap and review: SCODE units:

Curriculum Opportunities
• Science - Plants
• Use of XXXXX texts from the Reading Spine during reading sessions.

Adaptive Teaching
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• *GDS – During the editing process, children to move the descriptive language in sentences and think about where it is more or less effective with reference to the RAFT.*

Lesson	Teaching Sequence	Learning Objective	Retrieval Activity to Start Lesson	Possible Teaching Activities
1	Hook and Predict	To make predictions about a text using clues and our background knowledge.	Contractions	Hook the children into the text and excite them about the unit. For example, show them the American words/phrases below, and ask them what they think each one means. In pairs, children to draw pictures or write a short definition on whiteboards: • bleachers • soda • cut in line • a goner • hollered • wad of gum Show image of the Bad Seed on the front cover, without showing the title. Discuss children's prior knowledge, e.g. Where does the skyline look like it could be? Who/what is the character on the front? How do we know? What is in its hand? Elicit children's prior knowledge through discussion. Make prediction together about the text (without introducing the book) and discuss reasoning. Introduce the title and blurb of the text. Children to discuss and adapt their predictions in pairs in light of the new information. Record in books. Introduce the first two double-pages to the children. Children to discuss and adapt their predictions in pairs in light of the new information. Record in books. Teach children the key vocabulary – using definitions, images and/or video clips and presenting the words in sentences. Read the text together, ensuring pupils can see the illustrations clearly. Pupils might want to join in when the text says "baaaaaaad seed".
2	Interrogate - Reading	To make inferences based on what a character says and does.	Possessive apostrophe: singular	Shared re-read of the text extract, ensuring pupils are able to study the illustrations carefully too. Teacher to model using inference skills to answer the first one or two questions. Pupils to discuss the remainder of the questions, then record responses in full sentences in their books.

				1. Why do the other seeds mumble when Bad Seed passes by?
				2. How do you think it makes Bad Seed feel when he hears them? Why?
				3. What happened to cause Bad Seed to stop being happy?
				4. How must he have felt when the petals dropped? Give a reason for your answer.
				5. After Bad Seed was spat out, how did he feel? Which words tell us this?
				6. Why do you think Bad Seed wanted to change his ways?
				EXT: Do you think Bad Seed is bad deep down? Explain your answer.
3	Interrogate – RAFT	To explore and identify the features of instruction texts.	Text Summary: Sequence five images from the story and retell orally with learning partners.	1. Introduce the character descriptions for *Mr and Mrs Twit*. Read the text together. Children to work together to analyse the reason for the writing and who the audience for the writing might be. Children to feedback and class to agree a reason and record on the working wall. Discuss in groups/pairs how we can tell that's the reason, linking to features that children know. Repeat with audience. 2. Introduce the character descriptions for *Harry Potter and Voldemort*. Read the text together with a focus on using the correct tone (voice). Children to read the extract aloud in pairs, adopting an appropriate voice for the language and tone. Children to feedback and explain how their voice changed and why, linked to the text and its reason. Explain that the tone is how something is communicated, and record on the working wall with examples from the text. 3. Analyse the texts together for three features from the RAFT that children are confident with. Focus on the effect of these features and how they have been used to influence the reason and audience. Annotate the extract (see example). 4. Introduce the RAFT for our writing. Children to fill in RAFT page.
4	Interrogate – Grammar and Style	To understand how descriptive language can be used for effect.	Y2 spelling rule	**Key concept: Descriptive Language** 1) Display the Harry Potter and Voldemort descriptions with descriptive language highlighted. Children to discuss their knowledge of descriptive language – what is it? What is its job in the sentence/text? Why has it been used? What effect does it have on the reader? 2) Explicitly teach descriptive language succinctly and link to prior knowledge. Record on the working wall. 3) Children to play 'Noun Showdown' in pairs: Teacher to display an image on the board and children to think of as many descriptive words and phrases as they can. The winning team are the ones who have the most appropriate descriptive words/phrases. 4) Children to identify how descriptive language is used in the WAGOLL, including commenting on effectiveness.

				5) Children to work together to create their own sentences about an image from the book, including descriptive phrases. 6) Modelled writing (up to paragraph level) using descriptive language in the context of the text. Show how to use some aspects of figurative language. 7) Children to independently write using descriptive language in the context of the text. 8) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.
5	Interrogate – Grammar and Style	To recognise and use a range of different sentence structures.	Y3 spelling rule (previously taught)	**Key concept: Range of Sentence Structures** 1) Display an extract from the WAGOLL or text, with an example of a simple, compound and complex sentence highlighted. Children to discuss their knowledge of the highlighted concept – what is it? What is its job in the sentence/text? Why has it been used? What effect does it have on the reader? 2) Explicitly teach simple, compound (with a co-ordinating conjunction) and complex (with a subordinating conjunction) sentences. You might want to use the PPT from Twinkl. Record on the working wall. 3) Play game: https://wordwall.net/resource/1755298/simple-compound-or-complex-sentences identifying whether each sentence is simple, compound or complex. 4) Children to identify how different sentence types are used in an extract of the text/WAGOLL including commenting on effectiveness. Can we find any examples where simple sentences have been used for effect? 5) Children to work together to create their own sentences about the Bad Seed, including one simple, compound and complex. Feedback and discuss effectiveness together. 6) Modelled writing (up to paragraph level) about the sunflower where the Bad Seed lived, using a range of sentence types. 7) Children to independently write about the sunflower using a range of sentence types. 8) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.

6	Capture - Content	To gather ideas for my writing.	Conjunctions	Share images of the Bad Seed at different points of the story. Ask children in pairs to 'hot-seat' in role of an interviewer and the Bad Seed within these different frames from the text. Teacher to model this first. On flipchart paper, ask the children to discuss and make notes in groups on the following aspects. Teacher to model first. **Character Traits**: Ask students to list the traits of the 'bad' seed. They can use evidence from the text and illustrations to support their ideas. For example, at the beginning of the story, the seed is grumpy, selfish, and rude. **Motivations:** Ask students to consider why the seed acts like he does. What motivates him to be 'bad'? And what motivates him to change? This encourages students to think deeply about the character and his actions. **Relationships**: Discuss the seed's relationships with other characters in the story. How do these relationships influence his behaviour and attitudes? On A3 paper, children to create a 'character map' of the Bad Seed, including his actions, feelings, quotes and why he is acting in a particular way at different points of the story.
7	Capture - Language	To gather key words and new vocabulary for my writing.	Expanded noun phrases	Recap learning from yesterday, including referring back to our character maps for the Bad Seed. Refer back to the lesson on descriptive language, including looking at figurative language. Ask children to devise words/phrases that describe the Bad Seed accurately, in an interesting way for the reader. Could we include a simile or metaphor? Teacher to record powerful vocabulary on flipchart to be displayed on the working wall.
8	Plan	To plan what I am going to write about.	Fronted adverbials	Recap the RAFT together. Teacher to model planning a character description for a different character that is familiar to the children, e.g. Fantastic Mr Fox or The Big Bad Wolf.

				Model planning your first section using the box method. Focus on modelling the thinking process of choosing/refusing which content to use. Begin by modelling choosing the content and key vocabulary. Children to plan that section independently. Then, model choosing subordinating conjunctions and how you will incorporate different sentence types, explaining your reasoning linked to the RAFT. Children to plan each section independently in turn after teacher modelling. Feedback together. Children to justify why they have chosen to take a particular moment or word choice/device forward.
9	Draft & Proofread	To write for a purpose.	Simple, compound and complex sentences	Model talking through plan as a whole. Children to read their own plan to a partner. Teacher to model writing their first section, using their plan to structure their writing, whilst applying features of the RAFT. Children to write their own first section. Staff to work with key children who have previously been identified to support/challenge. Repeat for each section. Children to proofread their writing at the end of each section. Peer proofread focusing on correcting errors from previous year groups. After the lesson, teacher to briefly look at children's writing and identify 2-3 concepts for editing in the next lesson.
10	Edit, Draft and Final Proofread & Edit	To evaluate my writing.	Inverted commas for speech	Teacher to introduce the first concept to edit. Recap the specific rule. Model editing their writing for the concept. Children to independently edit their writing for that concept. Repeat for the other editing concepts. Children to complete their drafts. Staff to work with key children who have previously been identified to support/challenge. Teacher to model the thinking process of a final edit/proofread of their writing. Children to edit their writing independently with the RAFT, using purple pen.