Unit two

Refugee Week

Y3



Developing the writing skills of

advanced EAL learners

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Refugee Week Resources Overview

**Literacy objective:** to write a diary extract

**Success criteria:**

* words to describe feelings and emotions
* descriptive vocabulary
* past tense verbs
* time connectives
* first person

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| RESOURCES | PUPIL ACTIVITY | TEACHER NOTES |
| **1. Pictures of refugees and emotions words** |  | Display pictures on learning wall for reference during the unit of work. |
| **2. Pictures and labels** | Pupils discuss which items they will take with them and why. | Teacher needs to collect as many of the real objects as possible attach labels and display in a suitcase as a visual stimulus. *(Photos of the suitcase put together by the teachers at Belmont are included in this resource).*  Teacher sets the scene:  *It is an emergency. You must pack a bag and leave your home and country immediately. What will you take with you? You are only allowed 10 items.* |
| **3. Suitcase picture** | Pupils write the names of chosen items on the suitcase.  Pupils discuss with a partner which items they will remove from their suitcase and draw a cross through the word. | Now tell pupils they are only allowed to take 6 items, so they have to remove 4. |
| **4. Journey map** | Think-pair-share ideas.  In pairs predict 6 words they will hear on the video. Write on mini-whiteboards.  As they watch tick any words from their list that they hear.  After watching sketch a map with words and pictures to show Hamid’s journey.  Add feelings words to the journey map in a different colour. Use the emotions pictures from the learning wall to help with vocabulary. | Introduce the word refugee.  *Why might someone have to leave their home and country?*  Tell pupils they will watch a video of one refugee boy’s journey.  Hamid’s journey video:  <http://www.bbc.co.uk/learningzoneclips/seeking-refuge-hamid-s-journey-from-eritrea/13806.html> |
| **5. Model text beginning** | Pupils respond to questions.  Talk partners discuss. | Introduce the model text. Ask:  *What kind of text is it?*  *When was it written?*  *Who wrote it?*  *How do they feel?*  *Where are they?*  Ask pupils to identify feelings, time, past tense, favourite description.  Teacher highlights these in different colours:  Red = feelings  Blue = time  Yellow = past tense  Green + favourite description  The purpose is to for pupils to understand the key features of the text type and use these as success criteria in their own writing later. |
| **6. Diary extracts** | Pupils underline the text in different colours for:  feelings, time, past tense, favourite description | Pupils now have a turn at identifying the features in the rest of extract 1 and extract 2 to reinforce learning. |
| **7. Writing frame and sentence starters** | *(For pupils new to English only)* | Most pupils will be able to write their own diary extract of a refugee using the model texts and success criteria.  Some pupils will find the sentence starters useful.  The writing frame is differentiation for pupils new to English only. |