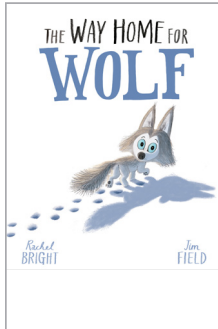


The Way Home for Wolf by Rachel Bright and Jim Field



Unit overview

This six-week unit is a study of *The Way Home for Wolf*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their readers' thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a diary entry by Wilf the wolf for the end of the story. They complete the sentence 'I knew I was home because...'. Writing about the feelings and insights Wilf has gained from his travels. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **Science** – observing closely, performing simple tests, using their observations and ideas to suggest answers to questions, researching the different habitats and behaviours of wolves, (Revision of Year 1) understanding the seasons, senses
- **Computing** – use technology purposefully to create, organise, store, manipulate and retrieve digital content
- **History** – To know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- **Geography** – use basic geographical vocabulary to refer to key physical features such as mountain, hill, forest, river, valley
- **Design** – generate, develop, model and communicate their ideas through talking and mock-ups
- **Mathematics** – solve problems with addition and subtraction using pictorial representations (Venn diagrams)
- **Physical Education** – master basic movements and working as part of a team

Curriculum coverage

Spoken language:

- Be able to explain, adapt and retell the story
- Discuss different points of view
- Have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- Perform, share, refine and rehearse and perform for others
- Listen carefully to others' performances

Reading:

- Listen to, discuss and express views about a story at a level which may be beyond that at which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Be able to make inferences
- Answer, ask questions and find evidence
- To be able to predict what may happen
- Unpick questions to work out what they are asking

Grammar, punctuation and spelling:

- Use commas in lists
- Use subordinating conjunctions
- Use past and present tense
- Use verbs

Vocabulary:

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Writing:

- Draft, plan and edit
- Write a narrative composition
- Write for different purposes, letters, newspaper articles, adverts
- Rehearse what they are going to write, planning and saying out loud before writing
- Jot ideas down and note key words

Recommended Year Group: **Year 2**
Recommended Term: **Spring 1**
Recommended Edition: **9781408349205**

Key questions

- What is independence?
- What is teamwork?
- Where is home?

Writing outcomes

- **Writing Outcome 1** (session 3) – to write a PowerPoint presenting an aspect of a wolf's life.
- **Writing Outcome 2** (session 8) – to write a winter poem
- **Writing Outcome 3** (session 13) – to write a chronological account of an ice investigation
- **Writing Outcome 4** (session 19) – to write simple instructions on teamwork for the leader of the wolf pack
- **Writing Outcome 5** (session 22) – to write and present a fact sheet on why there aren't wolves in Britain anymore.
- **Writing Outcome 6** (session 26) – to write an alternative ending to Wilf's adventure
- **Writing Outcome 9 Final piece** (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence 'I knew I was home because...'

Related books for wider reading

- *Little Red Riding Hood*
- *The Three Little Pigs*
- A variety of non-fiction material about wolves online or from a library

Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit also offers SATs-style questions/preparation, which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth in English lessons. The reading comprehension within the unit of work, as well as the reading aloud to improve fluency and understanding that is threaded through the unit, are also excellent SATs preparation.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.



Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- understand the main sequence of the story
- use vocabulary to extend understanding
- be able to check the text makes sense to them by reading for understanding
- create a PowerPoint presenting an aspect of a wolf's life
- be able to use commas in lists
- be able to empathise with the character
- highlight vocabulary and inference by using questions to delve into understanding

Resources provided:

- Pupil resource – Commas in lists
- Teaching slides to aid discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- be detectives and hunt for answers to questions in pairs
- highlight vocabulary and inference by using questions to delve into understanding
- answer test framework questions to think about what they have read
- unpick questions to work out what they are asking
- revise the sequence of seasons
- explore vocabulary related to winter
- write a winter poem
- refine and learn to use proofreading and editing skills
- be able to check the text makes sense to them by reading for understanding
- consider questions to understand Wilf's character

Resources provided:

- Teaching slides to aid discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- consider where is the book set and how it is different to where they live
- use and recognise subordinating conjunctions
- make a class Venn diagram to show similarities and differences
- conduct a simple experiment to show how ice melts
- write a chronological account of the experiment
- answer test framework questions to think about what they have read
- find evidence from the text to support decisions
- work in groups to create a dance based on the different movements made by the animals

Resources provided:

- Pupil resource – Subordinating conjunctions
- Pupil resource – Venn diagram
- Pupil resource – Matching question
- Teaching slides to aid discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- use and understand verbs in context
- choose key vocabulary from the text and find synonyms of those words to explore meaning
- consider what teamwork is
- consider if the wolf pack worked well as a team
- write simple instructions for the leader of the wolf pack on how to use teamwork to make sure all the pack arrives safely
- answer test framework questions to think about what they have read
- show understanding through the sequence of the story
- work on a simple problem-solving activity as a team
- participate in a post-activity discussion on what worked well and what was challenging

Resources provided:

- Pupil resource – Circle the verbs
- Teaching slides to aid discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- compare *Little Red Riding Hood*, *The Three Little Pigs* and *The Way Home for Wolf*
- look at how the wolf is portrayed differently in each of the stories
- discuss different points of view
- read an extract with fluency and expression
- consider why there are no wolves today in Britain
- read a summary of why wolves no longer exist in Britain
- edit and proofread a summary to ensure it makes sense
- see if they can find the answer to the question or suggest a theory
- play 'change the story' during circle time
- retell the story until wolf meets the creatures and then change the creatures
- play a 'Writing Consequences' where the children have to write what happened in the story
- read out their stories
- answer test framework questions to think about what they have read

Resources provided:

- Pupil resource – Wolves in the UK
- Teaching slides to aid discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- consider what the turning point of the story is
- look at the story pattern by making a story mountain
- write an alternative ending to Wilf's adventure
- sequence the story
- create sequencing questions for other children
- use the past and present tense
- make a mind map of where home is
- write a diary entry by Wilf for the end of the story completing the sentence 'I knew I was home because...'

Resources provided:

- Pupil resource – Mind map template
- Teaching slides to aid discussion