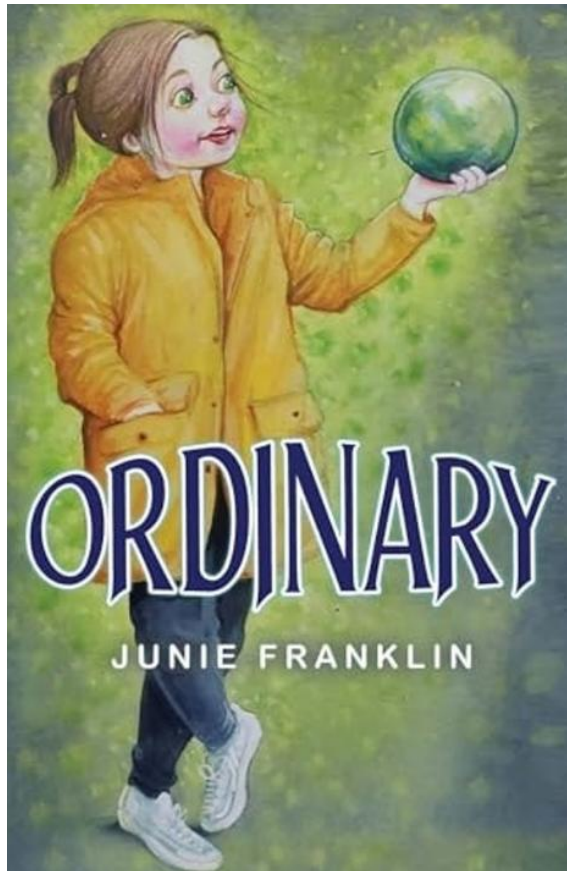




Ordinary by Junie Franklin

A Year 2 writing scheme – setting description

This is a 4-week Year 2 English writing scheme based on Ordinary by Junie Franklin. The unit builds towards pupils writing an extended setting description (final outcome), focusing on Flora's forest and has three small independent writing tasks throughout. This document contains 4 weeks of lesson plans and some resources.

	L1	L2	L3	L4	L5
WEEK 1	EXPERIENCE DAY - TEXT FAMILIARISATION (COLOURS)	TEXT FAMILIARISATION – VOCAB (ADJECTIVES)	EXPANDED NOUN PHRASES	EXCLAMATION SENTENCES	LETTER WRITING (INDEPENDENT WRITE – ASSESSMENT OPPORTUNITY)
WEEK 2	VOCAB -FUL SUFFIX (ADJECTIVES)	EXPERIENCE DAY – FLOWERS	FLOWER DESCRIPTION (INDEPENDENT WRITE – ASSESSMENT OPPORTUNITY)	USE THE SUFFIX -ER IN ADJECTIVES	COMMAS IN A LIST
WEEK 3	CO-ORDINATING CONJUNCTION' 'AND'	PAST TENSE VERBS E.G. I SAW, TOUCHED, GAZED	EXPERIENCE DAY – NATURE WALK	RECOUNT (INDEPENDENT WRITE – ASSESSMENT OPPORTUNITY)	PAST TENSE VERBS E.G. THE TREE RUSTLED, SWAYED ETC.
WEEK 4	PLAN	SETTING DESCRIPTION (FINAL INDEPENDENT WRITE – ASSESSMENT OPPORTUNITY)	EDIT – PEER EDITING	PUBLISH – CREATING FLORA'S FOREST	PUBLISH – PERFORM A READING OF THE SETTING DESCRIPTION IN THE FOREST

unit aim

Pupils will explore, plan and write a setting description using rich vocabulary, expanded noun phrases, varied sentence types and accurate punctuation. The unit culminates in a polished “hot write” describing a chosen setting (flora’s forest).

assessment opportunities

Pupils will have four independent writing opportunities throughout the unit. Teachers may assess for accurate use of vocabulary and grammar skills taught in the previous lessons (expanded noun phrases, tense, conjunctions etc.) As well as the “non-negotiables” (capital letters and full stops, phase appropriate spelling, handwriting etc.)

Grammar skills:

Past tense verbs

Expanded noun phrases

Exclamation sentences

Form adjectives using the suffix – ful

Use of the suffix –er, adjectives

Co-ordinating conjunction ‘and’

Commas in a list

Lesson 1 (W1 L1) – experience day

Learning Objective

To explore a text and identify descriptive language used to describe a setting.

Resources

Copies of 'Ordinary', plain paper, paints (water colours or poster paints), paintbrushes.

Teaching Input

Read the story 'Ordinary' to pupils.

Talk about what a setting is. Get pupils to discuss the settings that appear in the book.

Read page 19, get pupils to close their eyes and imagine what Flora is dreaming about and then discuss with a partner.

Main Activity

Give each pair a copy of the book, a large sheet of white paper and a set of paints. Get pupils to identify colour words used in the text. Pupils should paint a splotch of colour on their paper for each colour they spot. Pupils could label their paint splotches with the colour word used in the text.

Differentiation/scaffolding

HPA pupils could come up with their own colour words to label their colour splotches.

T/TA to support pupils with LPA in reading / EAL pupils to identify words in the text, or pupils could use an AI reader to help them access the text.

Plenary

Pupils to share their favourite colour words used. Pupils to discuss the mood created by colours.

Assessment Questions

Which adjectives can you find in the text?

What words tell you what the place looks like?

How does the writer make the setting sound interesting?

National Curriculum Links:

Reading comprehension

Vocabulary development

Grammar: adjectives

Lesson 2 (W1 L2)

Learning Objective

To identify and use adjectives to describe nouns.

Resources

Adjective and noun cards (provided)

Teaching Input

Quick review of what nouns and adjectives are.

("My turn ") Provide an image of a noun from the book (e.g. cat, flowers, seeds, city), provide a list of possible adjectives. Model selecting appropriate adjectives for the image. (Get pupils to have "your turn").

Model writing a sentence about the noun using adjectives.

Main Activity

Provide pupils with noun cards and adjective cards. Get pupils to match appropriate adjectives to the nouns (partner task). – This can form the basis of a word bank on a working wall.

Pupils to write some simple sentences using their matched cards e.g. "The city was dark and miserable."

Differentiation/scaffolding

Sentence starters provided for LPA pupils e.g. "The cat was..."

HPA to generate their own adjectives to match the nouns and apply to their sentences.

Plenary

Pupils to read their sentences to a partner.

Assessment Questions

Which adjective best matches this noun? Why?

Can you improve this noun phrase?

What does this adjective tell us about the noun?

National Curriculum Links:

Grammar: expanded noun phrases

Writing: vocabulary building

Lesson 3 (W1 L3)

Learning Objective

To write expanded noun phrases

Resources

Adjective and noun cards (provided)

Teaching Input

Review appropriate adjectives from previous lesson.

(My turn, your turn) Introduce and model generating expanded noun phrases from an image.

(My turn, your turn) Model building sentences with ENP, explicitly teach that an ENP on its own is NOT a sentence due to lacking a verb.

Main Activity

Pupils to write sentences using ENP and using the bank of adjectives created in the previous lesson.

Differentiation/scaffolding

LPA pupils could have ENP provided for them, which they have to use to generate a sentence.

Plenary

Teacher could use AI technology (such as Teachmate) to generate images based on pupils's ENP sentences to see if pupils use of adjective has the desired effect.

Assessment Questions

What two adjectives could you add to this noun?

Does your noun phrase help the reader picture the setting?

Can you explain why you chose those adjectives?

National Curriculum Links:

Grammar: expanded noun phrases

Writing: sentence construction

Lesson 4 (W1 L4)

Learning Objective

To write exclamation sentences using “what” or “how”.

Resources

Copy of ‘Ordinary’

Teaching Input

Show pupils examples of exclamation sentences and point out the features (what/how,!).
Explain the purpose of exclamation sentences.

(My turn, your turn) Model writing exclamation sentences using an image from the text as a prompt.

Main Activity

Provide pupils with the image from page 26. Get pupils to write a list of exclamation sentences for what the characters visiting the new, colourful forest might be thinking.

Differentiation/scaffolding

LPA pupils provided with simple sentences e.g. “The flowers are colourful.” and supported in changing these statement sentences into exclamations “What colourful flowers!”.

Plenary

Get pupils to read their exclamation sentences aloud (whole class or to a partner) and get them to focus on really “exclaiming” when reading to emphasise the purpose of the sentences.

Assessment Questions

Which word must an exclamation sentence start with?

What feeling does your exclamation show?

Is your sentence punctuated correctly?

National Curriculum Links:

Grammar: sentence types

Punctuation: exclamation marks

Lesson 5 (W1 L5) – independent writing

Learning Objective

To write a simple letter using descriptive language.

Resources

Adjective word banks (Twinkl or created yourself)

(*see modelled letter)

Teaching Input

Model writing a simple letter from Flora to her grandma about what she saw when she returned to the forest after falling (include ENP and exclamation sentences).

Main Activity

Pupils to write a simple letter (approx.. 5 sentences) from Flora to Grandma about what Flora saw when she returned to the forest.

Provide sentence starters and adjectives word banks.

Differentiation/scaffolding

T/TA to support LPA to form sentences, possibly using talking tins or iPads to orally rehearse each sentence before writing.

Plenary

Pupils to take turns reading their letter to a partner.

Assessment Questions

Have you used adjectives to describe the place?

Does your letter have capital letters and full stops?

Is your writing clear for the reader?

National Curriculum Links:

Writing: writing for different purposes

Punctuation: CL, FS, ?, !

Lesson 6 (W2 L1)

Learning Objective

To add the suffix -ful to root words.

Resources

Word cards (-ful and root words)
(Twinkl or created yourself)

Post-it notes

Teaching Input

Model using word cards to match the suffix -ful to root words – demonstrate how it only works with some words. Explain that sometimes spellings need to be changed when the -ful suffix is added.

Model writing sentences using -ful words (1 simple, 1 ENP) – “The garden was beautiful.” “The peaceful, colourful garden was full of pretty flowers.”

Main Activity

Pupils to create adjectives by adding the -ful suffix card onto the end of root words (they need to make sure the suffix actually works with the root word) and then applying these to write sentences.

Differentiation/scaffolding

LPA pupils to have the -ful adjectives already matched for them.

HPA pupils expected to apply their -ful adjectives to ENP within their sentences.

Plenary

Pupils to write their favourite -ful adjectives onto post-it notes and add them to the adjective word bank created in lesson 2.

Assessment Questions

What happens to a word when we add -ful?

Can you use a -ful adjective in a sentence?

Which -ful adjective best describes this picture?

National Curriculum Links:

Spelling: suffixes

Grammar: adjectives

Lesson 7 (W2 L2) – experience day

Learning Objective

To gather sensory vocabulary.

Resources

A selection of real flowers

Sugar paper and markers

Teaching Input

Get pupils in a circle with a tray of flowers in the middle. Model using senses (not taste!) to explore the flowers model speaking his aloud e.g. “I can **feel** delicate, soft petals.”

Refer back to the colours explored in lesson 1.

Main Activity

Pupils to work in groups with each group having a tray of flowers and a large piece of sugar paper split into 4 sections (touch, smell, sight, hear).

Pupils to use their senses to explore the flowers and jot down their thoughts when using each sense.

Differentiation/scaffolding

HPA pupils could scribe for LPA pupils.

Plenary

Groups to share their ideas with the class and each class to “magpie” their favourite ideas onto their own piece of paper. This can be done through stopping the whole class to share and listen or sending one pupil per group to another group to share on behalf of the group.

Assessment Questions

What adjectives could describe this flower?

What did you notice using your senses?

Which words best match the colours or textures?

National Curriculum Links:

Spoken language

Writing: planning ideas

Lesson 8 (W2 L3) – independent write

Learning Objective

To write a descriptive paragraph

Resources

Photos of flowers from previous lesson.

Description examples (poor and model)

Teaching Input

Read pupils a poor example of a paragraph describing a flower. Ask pupils to close their eyes and try and imagine what you are describing. Discuss how this is difficult as there is no description to help out imagination.

Explain the expectation for the piece of writing (ENP and -ful suffix). Model a sentence using these skills.

Main Activity

Pupils to write a paragraph 4-6 sentences describing one of the flowers they looked at in the previous lesson. They should reference their senses and using ENP and -ful adjectives.

Differentiation/scaffolding

LPA pupils provided with sentence starters “I saw...” “The flower was...” etc.

Plenary

Pupils to pass their writing to another pupil and have that pupil try and draw their flower based off their description of it.

Assessment Questions

Have you used at least two expanded noun phrases?

Can the reader picture the flower clearly?

Have you used any -ful adjectives?

National Curriculum Links:

Writing composition

Grammar: noun phrases

Lesson 9 (W2 L4)

Learning Objective

To use -er to compare adjectives.

Resources

Copy of 'Ordinary'

Setting images (provided)

Teaching Input

Show pupils page 3 of 'Ordinary' – model spotting a word using the suffix -er (my turn, your turn). Explain that the suffix -er can be added to adjectives and used to compare nouns.

Create a word bank of -er words that could be used to describe the settings in the story.

Discuss any spelling rules that come up e.g. double constant y→i etc.

Model writing a sentence using an -er adjective e.g. "The forest was brighter than the city."

Main Activity

Pupils to use the -er word bank to write sentences about setting images.

Differentiation/scaffolding

LPA pupils to be provided with sentence templates "The _____ was _____ than the _____."

HPA pupils expected to apply ENP to their sentences e.g. "The beautiful, colourful forest was brighter than the dull, dark city."

Plenary

Pupils to write their favourite -er adjectives onto post-it notes and add them to the adjective word bank created in lesson 2.

Assessment Questions

If a root word ends in 'y' what do we need to do to it when adding the -er suffix?

"What word usually comes next?

"The cat is faster ____ the dog."

"What is wrong with saying: 'I am more fast'?"

National Curriculum Links:

Spelling: suffixes

Grammar: adjectives

Lesson 10 (W2 L5)

Learning Objective

To use commas to separate items in a list.

Resources

Image from page 24 of 'Ordinary'.

Teaching Input

Show an image of a garden. Write a list (shopping list style) of things you can see. Model writing a sentence using commas in a list, tasking through how commas are used to separate the items and the word 'and' is used before the last item. (My turn, your turn).

Main Activity

Provide pupils with the image from page 24 of 'Ordinary'. Pupils to write sentences using commas in a list about what is in the forest. Provide sentence starter "In the forest there were..." (optional).

Pupils to draw their own additions to the image and write further sentences with their own ideas.

Differentiation/scaffolding

LPA pupils to circle their items they want to include and practice writing these items in list form on a whiteboard before applying to a sentence.

HPA pupils expected to use ENP/adjectives in their sentences.

Plenary

Pupils to read their sentences to a partner.

Assessment Questions

Where do commas go in a list?

Can you write a list of things you can see?

Does your list make sense to the reader?

National Curriculum Links:

Punctuation: commas in lists

Writing: sentence construction

Lesson 11 (W3 L1)

Learning Objective

To join ideas using 'and'.

Resources

Clause cards, "and" cards (created yourself)

Picture prompts from 'Ordinary'

Teaching Input

Get pupils to identify what is happening in a picture prompt to generate ideas.

Recap (or teach) the purpose of the co-ordinating conjunction 'and' as a word to join two similar ideas together.

Using a picture prompt (page 24), model combining ideas together using 'and' e.g. "The sun was shining **and** the birds were singing." (My turn, your turn)

Main Activity

Provide a picture prompt or picture prompts from the book and ask pupils to write sentences to describe the picture, combining two ideas together with the conjunction "and".

Differentiation/scaffolding

LPA pupils to have idea cards and "and" cards written out for them to combine sentences before writing.

HPA pupils expected to use previously taught skills (ENP, -ful/-er adjectives).

Plenary

Pupils use a coloured pencil and underline the conjunction "and" in their sentences to self-assess whether they have met the learning objective.

Assessment Questions

What does the word "and" do in a sentence?

Can you join these two ideas?

Does your sentence still make sense?

National Curriculum Links:

Grammar: coordination

Writing: extending sentences

Lesson 12 (W3 L2)

Learning Objective

To use past tense verbs.

Resources

Copies of 'Ordinary'

Teaching Input

Recap what verbs are and teach/recap that when we write, we can write about something that has happened in the past (past tense).

Model looking through a few pages of 'Ordinary' and identifying past tense verbs that tell the reader something Flora had done. Model looking out for the -ed suffix.

Model writing an original sentence using one of these past tense verbs e.g. "Flora **went** everywhere in her new gloves." → "Flora **went** to the old, brick school."

Main Activity

Give a copy of 'Ordinary' to each pair. Get pupils to look through the book and identify past tense verbs that tell them something that a character in the book did. Get pupils to create a word bank of these words. Pupils should attempt to write their own sentences using some of these past tense verbs.

Differentiation/scaffolding

LPA pupils could have a list of simple past tense verbs provided for them and should verbally rehearse sentences using them.

Plenary

Pupils to give peer feedback on how to make their sentences better using other taught skills from the unit (ENP etc.) and pupils to edit their sentences.

Assessment Questions

How do you know this verb is in the past tense?

Can you change this verb to past tense?

Can you use a past tense verb in a sentence?

National Curriculum Links:

Grammar: past tense

Writing: recounts

Lesson 13 (W3 – L3) – experience day

Learning Objective

To gather sensory details.

Resources

Clipboards and paper

Teaching Input

Explain to pupils the purpose of the lesson and that they are going to use their experience to write a recount in the next lesson.

Recap senses and how pupils can use them to add detail to their writing. Recap how adjectives can be used to describe what we see, hear, smell or touch.

Main Activity

Give each pupil (or pair) a clipboard and a piece of paper split into 4 parts, a part for each sense (sight, smell, touch, hearing).

Lead pupils on a walk around the school grounds, stopping at moments to let children explore with their senses and jot ideas down. Encourage children to write ENP using adjectives rather than just the nouns.

Differentiation/scaffolding

LPA pupils could have some expected nouns provided on their piece of paper, so they just need to jot down some adjectives.

iPads could be used to take pictures or videos (an app, such as seesaw, would be useful in allowing children to verbally record their ideas rather than writing).

Plenary

On return to the classroom, pupils could share their ideas with their peers and can magpie ideas off of each other.

Assessment Questions

What did you notice on the walk?

Which senses did you use?

What words could describe what you saw?

National Curriculum Links:

Spoken language

Writing: planning

Lesson 14 (W3 L4) – independent write

Learning Objective

To write a recount of a nature walk.

Resources

Sense word bank created in the previous lesson.

(*see modelled recount)

Teaching Input

Get pupils to verbally recap what they saw, heard, smelt and touched on their walk in the previous lesson.

Give children a success criteria of the skills you expect to see (past tense verbs -ed suffix, 'and' to join ideas, commas in a list).

Model writing the first two sentences of the recount, ensuring you are emphasising the fact it needs to be written in the past tense.

Main Activity

Pupils to write a recount of their walk. They should write two sentences for each sense, and their recount should follow a sequence of events. Sentences starters could be provided for children to use if they choose to.

Differentiation/scaffolding

LPA children to have sentence starters provided.

All children to have a checklist of skills they should use in this write.

HPA pupils expected to use a variety of sentence starters.

Plenary

Pupils to read their recount to a partner.

Assessment Questions

Have you used time words like first, next, then?

Are your verbs in the past tense?

Does your recount follow the order of events?

National Curriculum Links:

Writing composition

Grammar: past tense

Lesson 15 (W3 L5)

Learning Objective

To use powerful past tense verbs.

Resources

Copies of 'Ordinary'

Teaching Input

Show pupils a short video of trees swaying in the wind, butterflies flying, worms wriggling etc.

Provide children with the sentence "The tree/butterfly/worm moved." Ask children If "moved" is a good verb and why.

Model writing a sentence with a more ambitious verb "The beautiful butterfly fluttered."

Main Activity

Get children to select some nouns from the book that they want to write about (tree, flower, cat, birds, flowers). Get pupils to physically move as these items (e.g. flapping their arms to be a bird). Get pupils to generate some past tense verbs for how these nouns move (thesaurus.com could be a useful tool for HPA pupils).

Get pupils to write simple sentences using past tense verbs to describe the movement of these nouns.

Differentiation/scaffolding

LPA pupils could have nouns already selected for them.

Plenary

Pupils to read their sentences to the class while their partner acts as the noun and performs the verb.

Assessment Questions

Which verb is stronger: "moved" or "swayed"? Why?

Can you improve this verb?

Does your verb help the reader imagine the movement?

National Curriculum Links:

Grammar: verb choice

Writing: descriptive language

Lesson 16 (W4 L1) - planning

Learning Objective

To plan a setting description

Resources

Planning frame

Teaching Input

Explain to pupils that by the end of the week they will have written an extended setting description of the forest that Flora finds in the place where she had fallen the day before. Explain the pupils will use their knowledge of senses to describe what Flora experienced.

Model jotting a few ideas (ENP, lists, -er/-ful adjectives, past tense verbs) in each part of the planning frame

Main Activity

Children to complete their planning frame using the vocab banks on the working wall, images from the book and adjective word banks.

Differentiation/scaffolding

T/TA to support LPA to generate their ideas.

Plenary

Children to begin verbally rehearsing some of their sentences to a partner using their planning frame.

Assessment Questions

What will you describe first?

Which noun phrases will you use?

What mood do you want your setting to have?

National Curriculum Links:

Writing: planning

Grammar: vocabulary building

Lesson 17 (W4 L2) – final independent write

Learning Objective

To write a setting description

Resources

Planning frames

Word banks (Twinkl or created yourself)

Talking tins/iPads

(*see modelled setting description)

Teaching Input

Model writing the first 2-3 sentences using a good example of a pupil's planning frame from the previous lesson.

Main Activity

Pupils to independently write their setting description of what Flora experiences as she enters the forest.

Pupils are given a checklist of all skills taught throughout the unit plus the non-negotiables: capital letters, full stops, past tense verbs, expanded noun phrases, exclamation sentences, -ful adjectives, –er, adjectives, co-ordinating conjunction 'and', commas in a list.

Differentiation/scaffolding

LPA to use talking tins/iPads to verbally rehearse each sentence before writing.

Give the sentence starter "As Flora walked into the forest she..."

Plenary

Children to re-read their setting description to themselves to check they make sense.

Assessment Questions

Have you used expanded noun phrases?

Is your tense consistent?

Does your writing help the reader picture the setting?

National Curriculum Links:

Writing composition

Grammar: noun phrases, tense

Lesson 18 (W4 L3) – peer editing

Learning Objective

To improve writing through editing.

Resources

Editing pens/pencils

Teaching Input

Model editing an example piece of writing. Get pupils to spot mistakes in an example piece of writing.

Creating an editing checklist which could include CL/FS, phase appropriate spellings and adjectives.

Main Activity

Get pupils to work with a partner and take turns looking through each other's work together. Pupils to edit any mistakes/improvements in an editing pen/pencil.

Differentiation/scaffolding

LPA pupils to work together with T/TA to spot CL/FS and spelling errors to edit.

HPA could begin to publish their setting description onto flower bordered paper.

Plenary

Each pupil to tell their partner their favourite sentence in their setting description and why it is their favourite.

Assessment Questions

Can you find a sentence that needs improving?

Have you checked every capital letter and full stop?

Can you replace a weak adjective with a stronger one?

National Curriculum Links:

Writing: evaluating and editing

Punctuation

Lesson 19 (W4 L4) – publishing part 1

Learning Objective

To create a setting to match a setting description

Resources

Junk modelling resources

Paint

An array of art cupboard resources

Teaching Input

Explain that in this lesson, pupils will use their descriptions to create an element of a whole class forest. Model choosing a favourite sentence from the model setting description and explain to pupils what you would make to represent that sentence.

Main Activity

Pupils to choose their favourite sentence from their setting description and then use the junk model/art resources to create an element from that sentence (e.g. a patch of flowers, a butterfly etc.)

Differentiation/scaffolding

LPA pupils may need support in selecting a favourite sentence.

Plenary

Ask children about what they have created and why they have created it.

Assessment Questions

What adjectives are helping you to create your forest element?

Why did you choose that sentence as your favourite?

National Curriculum Links:

Grammar: adjectives.

Spoken language: describing experiences.

Lesson 20 (W4 L5) – publishing part 2: performing

Learning Objective

To perform a setting description aloud.

Resources

Junk model elements created in the previous lesson.

Teaching Input

Do some vocal warm ups with children and discuss projection of voice, model what happens when you read with a book right in front of your face.

Sen pupils off to practice reading their setting descriptions aloud, meanwhile, set up an area as a 'stage' with pupils' forest elements.

Main Activity

Invite pupils to the 'stage' to perform reading their setting description.

Get the 'audience' to give encouraging feedback about their favourite parts.

*This can also be a great opportunity to invite SLT to come and see what the children have been up to.

Differentiation/scaffolding

LPA pupils may rehearse reading/memorising 1 or 2 sentences with T/TA.

Plenary

Pupils to give feedback about their own and others writing and performances.

Assessment Questions

Can the audience hear you clearly?

Are you using expression to match the mood?

Are you reading at a steady pace?

National Curriculum Links:

Spoken language: performance, clarity, expression

Glossary

ENP – expanded noun phrase

CL – capital letter

FS – full stop

My turn, your turn – briefly modelling an activity during whole class input then allowing children to have some practice time, in which you can give immediate praise and feedback (often done on whiteboards)

LPA – lower prior attaining, a pupil not working at expected prior to the learning.

HPA – higher prior attaining, a pupil working above the expected prior to the learning.

Modelled letter - Lesson 5

Dear Grandma,

I went back to the quiet, peaceful forest today, and everything looked even more magical than before. I saw the soft, shimmering leaves dancing gently in the breeze. The tall, twisting trees seemed to welcome me back because they remembered where I fell. What a wonderful place it was! I can't wait to show you all the beautiful things I found when you visit.

Love from Flora

Modelled flower description – Lesson 8

The flower had soft, pink petals that looked beautiful in the sunlight. Its colourful, cheerful centre was bright and joyful. When I touched it, the petals felt smooth and peaceful. The thin, green stem held the flower up carefully. It was such a wonderful flower to see.

Modelled flower description (poor example) – Lesson 8

The flower was nice. It had petals and a stem. I looked at it for a bit. It was pretty. I liked it.

Modelled recount – Lesson 14

Yesterday, we walked around the school grounds and looked carefully at everything we could see. I noticed the tall, green trees, the bright flowers, and the soft grass under my feet. As I walked, I heard birds singing and leaves that rustled gently in the wind. I smelled fresh air and touched the rough bark on the trees. I felt calm and happy because the nature walk was peaceful and interesting.

Modelled setting description – Lesson 17

As Flora walked into the forest she noticed the soft, peaceful light shining through the tall, twisting trees, and it made her feel calm. She stepped carefully over the colourful, crunchy leaves, which rustled under her feet. The air smelled fresh and wonderful, and she heard birds singing, leaves swaying, and branches creaking in the wind. Flora looked around and saw the brighter, greener plants growing beside the path, along with tiny mushrooms, smooth stones, and long grasses. She touched the rough, ancient bark, and it felt colder than she remembered. What a magical place it was! Flora smiled because the forest seemed even quieter and safer than before, and she knew she would always love this beautiful place.

Adjective and noun cards – L2



cat



teacher



city



flowers



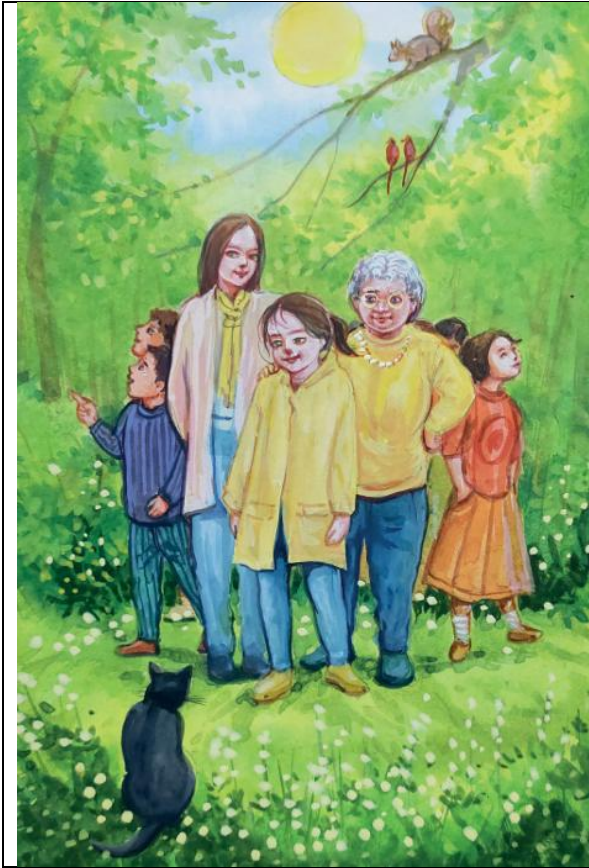
birds



forest

black	mysterious	fluffy
mean	old	grumpy
dull	dark	miserable
beautiful	delicate	pretty
colourful	pink	tuneful
bright	magical	peaceful

Setting images – L9



Planning frame – L16

2. What did Flora see?
(use expanded noun phrases)

3. What did Flora hear?
(sounds, movements – use strong verbs like
rustled or swayed)

4. What could Flora smell?
(use adjectives)

1. Draw the setting

6. How did this place make
Flora feel?

5. What did Flora touch?
(use adjectives)