

Teacher notes

Full teaching sequence: Mountain Journey Story

Model Text - The Wrong Path, by Jon Mayhew

In this 3-week unit, pupils will learn how to structure and write a journey narrative written in the past tense. Our exciting model text “The Wrong Path”, written by author Jon Mayhew, will engage and inspire pupils to write their own versions.

Two fully resourced lessons are included for Year 5 English objectives:

- 1) To make appropriate vocabulary choices using their knowledge of synonyms and antonyms;
- 2) To use dialogue to convey character and advance action

Teacher notes, teaching slides and activity sheets are included to deliver these in a fun and interesting way, linked to the model text where appropriate.

There are opportunities to revisit previous writing skills of using expanded noun phrases, speech punctuation, fronted adverbials and using paragraphs.

Phase 1 – Familiarisation

Activity	Teaching points	Task
1) Read the narrative 'The Wrong Path'	<ul style="list-style-type: none"> ➤ Are there any words or phrases that they particularly like? How does it make them feel? ➤ What makes this a journey story? 	<ul style="list-style-type: none"> ➤ Pupils to underline their favourite words and phrases
2) Check understanding	<ul style="list-style-type: none"> ➤ What do we know about Kenny, Jake and Aji? ➤ Who is your favourite character? Why? 	<ul style="list-style-type: none"> ➤ Write character descriptions for Kenny, Jake and Aji using information from the text.
3) Discuss new vocabulary	<ul style="list-style-type: none"> ➤ Find examples of Tier 2 (written) vocabulary; dense, carved, admire, smother, pursed, weary, pillar, strewn. ➤ Tier 3 (subject specific) vocabulary: mountain, glacier, summit, peak, plateau, valley, forest, mist, Trig Point, compass. These words all link to the geography curriculum.. ➤ Year 5/6 statutory spelling: foreign 	<ul style="list-style-type: none"> ➤ Match words with their definitions. ➤ Create a poster explaining the meaning of one of the Tier 3 vocabulary words to be included on a class geography display.
4) Comprehension	<ul style="list-style-type: none"> ➤ Suggested questions: <ul style="list-style-type: none"> • <i>Who do you think is the most sensible character? Why?</i> • <i>Whom had they lost when they went down the wrong path?</i> • <i>How does the writer show us that the children are cold at the top of the mountain?</i> 	<ul style="list-style-type: none"> ➤ Pupils create written responses to the questions.

Phase 2 – Teaching & Rehearsing

Activity	Teaching points	Task
1) Vocabulary <i>To select appropriate vocabulary when writing – using synonyms and antonyms</i>	<ul style="list-style-type: none"> ➤ See resource 1 for Mountain Story 	<ul style="list-style-type: none"> ➤ Pupil worksheets
2) Composition <i>To use dialogue to convey character and advance action</i>	<ul style="list-style-type: none"> ➤ See resource 2 for Mountain Story 	<ul style="list-style-type: none"> ➤ Pupil worksheets
3) Rehearsing writing skills <i>To link ideas across paragraphs using adverbials of time</i>	<ul style="list-style-type: none"> ➤ REVISIT – find examples of fronted adverbials in the model text and revise how these are punctuated. ➤ Investigate how these are used to link ideas within and across the paragraphs (For a moment..., Up ahead..., Suddenly) ➤ What other adverbials could we use to link paragraphs? (After that, Meanwhile, Eventually, On the path) ➤ Make a list as a class to use for the writing activity below. 	

Phase 3 – Application

Activity	Teaching points	Task
1) Reread the story and investigate how the narrative is organised.	<ul style="list-style-type: none">➤ Introduce the story margin planner to help pupils organise their ideas.	
2) Planning	<ul style="list-style-type: none">➤ Pupils plan their own journey narrative following the structure of the model text using the story margin planner.➤ Pupils should choose a different landscape for the setting of their story.➤ Use picture prompt cards to help with their ideas for different landscapes.	
3) Writing	<ul style="list-style-type: none">➤ Give pupils the opportunity to write their own version, using their story margin planner to help organise their ideas.➤ Use the Writing Skills check list to give pupils the opportunity to proofread and edit their writing.	