

The Silent Red Book Writing Sequence

Year 1/2

HIAS English Team
Spring 2020
Final version

© Hampshire County Council

Using the Home Learning Materials

The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

How can parents, carers and siblings help?

- Read the extracts/text aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your children's needs

5 day writing sequence

This sequence is developed around the short video: 'The Silent Red Book.'

Children will write sentences to accompany the story and explore how character's feelings change. It is recommended that you watch this video in short stages rather than all the way through to begin with.

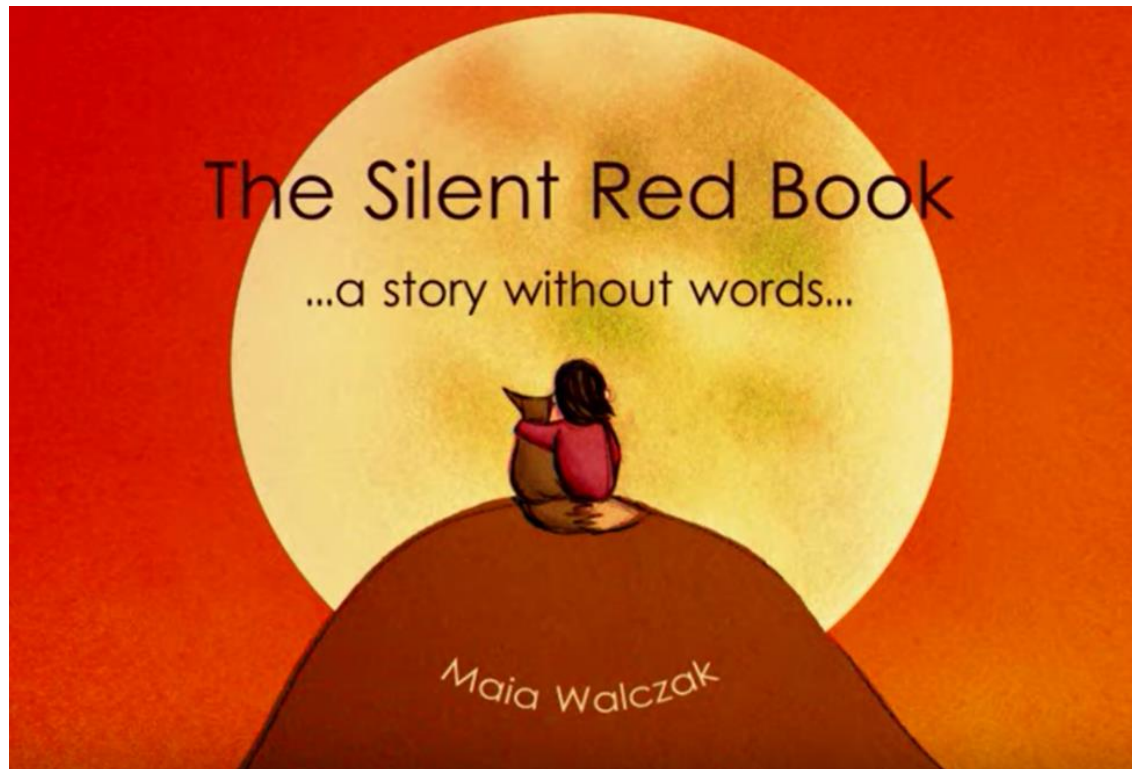
<https://www.youtube.com/watch?v=x4zE00VXK6c>

Teaching sequence:

- 1) Making predictions and simple inferences
- 2) Vocabulary and sentence writing
- 3) Exploring a character's feelings and building vocabulary
- 4) Using conjunctions to write sentences
- 5) Writing challenges

The Silent Red Book

<https://www.youtube.com/watch?v=x4zE00VXK6c>

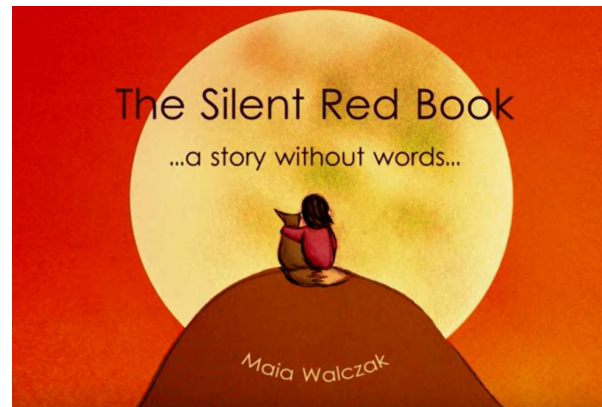


Lesson 1 – Making predictions

Explore the opening screenshot together and discuss the vocabulary.

Questions you might ask:

- Who do you think this book is about?
- What might be different about this book to others?
- Why do we think that?
- What do you think the relationship between the two main characters is?
For example, are they friends? How do you know?



Lesson 1 – Making simple inferences

Key moment	What do you see?	What might this tell us?
(1 sec) 	There is a girl and a small animal	The story is about a friendship between a girl and her pet
(22 secs) 	A train...	
(32 secs) 	The girl has a happy face but...	
(40 secs) 		

Use the above table (printable on page 12) to capture responses to the video. Examples have been added above.

Lesson 2 – Vocabulary building and sentence writing

Watch the video up until 45 seconds. Explore this picture together. Discuss what is happening and how the fox might be feeling. Look at the nine words and discuss their meaning. Challenge: choose three that you feel summarise the feelings of the fox.



relaxed

upset

cross

hungry

angry

misunderstood

angry

lonely

fearful

Discuss the choices and the reasons for choosing these based on the image. After three have been chosen, write a sentence to go with the picture using each word. Use the conjunction 'because' to explore the thought process further.

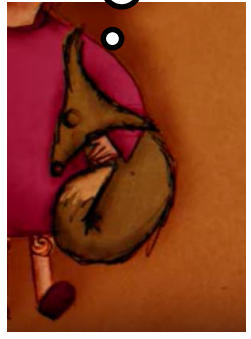
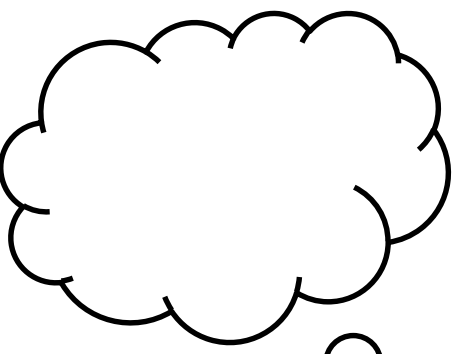
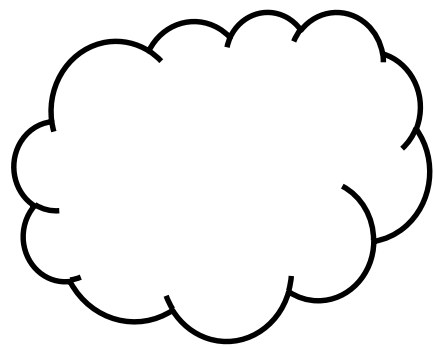
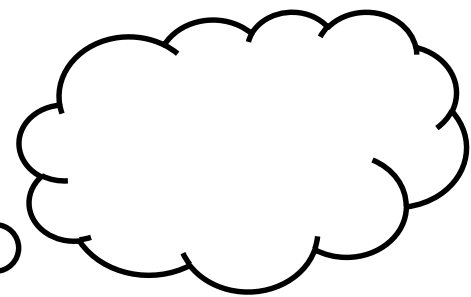
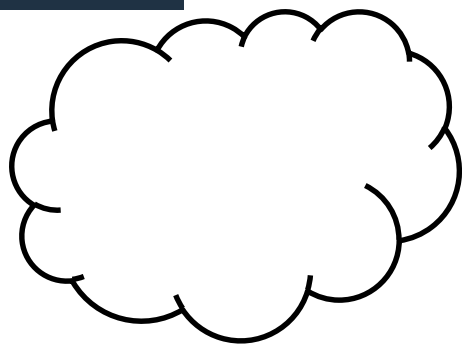
For example: *The fox is hungry because it is searching the bins.*

Lesson 3 – Exploring a character’s feelings and building vocabulary

Watch the video up until 1:37. Discuss how the fox is feeling now. How have its feelings changed across the story?



Write vocabulary in the thought bubbles on the next page to show how the fox is feeling at different points in the story. What has changed from the first picture we looked at?



Lesson 4 – Using conjunctions to write sentences

Use the pictures and vocabulary generated yesterday to write sentences to show how the fox is feeling at each different point.



The fox is feeling **relaxed** and **safe**.

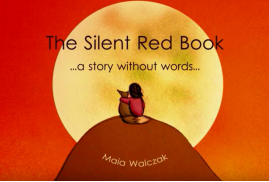



The fox was **lonely** at the start of the story but now it has a friend.

Explore the use of **conjunctions** (words used to join two parts of a sentence e.g. but, and, so, because, or)

Lesson 5 – Writing challenges

Re-watch the film, enjoy the story and discuss the key events. Choose one from the following writing challenges:

- 1) The film is called ‘...a story without words...’ Write the missing story to go with the film, using descriptive language, conjunctions and maintaining the past tense.
- 2) Write a letter from the fox to the girl thanking her for looking after him and retelling all the amazing sites they saw together.
- 3) Write a blurb for the video, similar to that found on the back of a story book. What is the story about? Who are the main characters and who would you recommend the story to?

Key moment	What do you see?	What might this tell us?
<p>(1 sec)</p> 		
<p>(22 secs)</p> 		
<p>(32 secs)</p> 		
<p>(40 secs)</p> 		

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:
Emma Tarrant : emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

