

# A unit of work based upon *Lost and Found* by Oliver Jeffers

My name is Jonelle Ratcliffe and I am the Year 2 teacher at Walverden Primary School. My class currently comprises of 29 children; 25 of these children are EAL learners. Since the introduction of the Renewed Literacy Framework I have been trying to find new ways to engage and excite the children more throughout the phases of the teaching sequence.



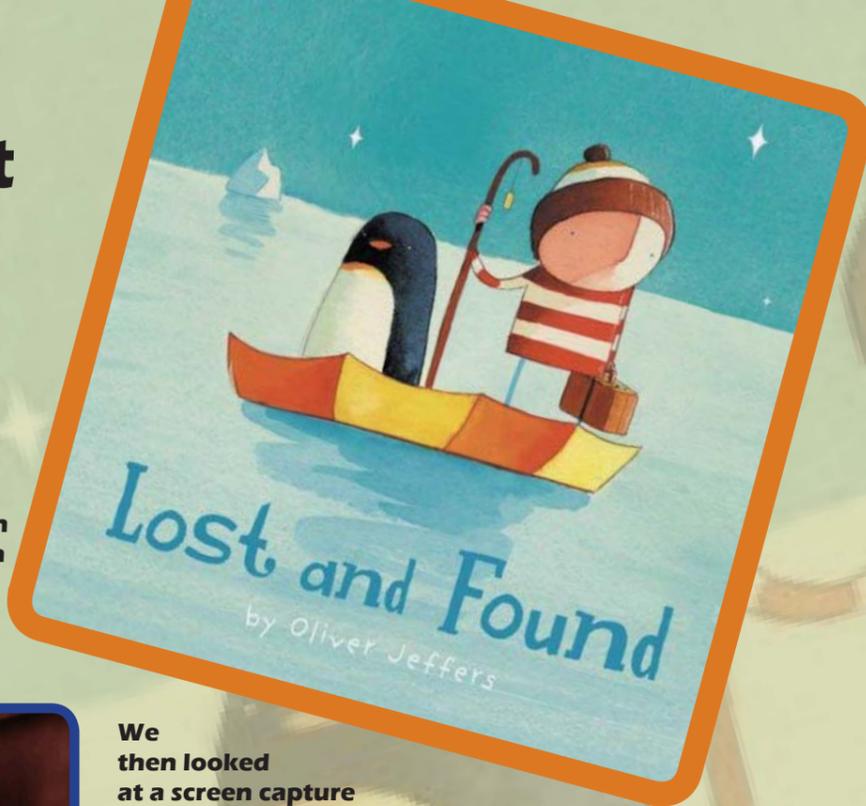
When choosing texts for EAL learners, it is really important to ensure that you provide visual, auditory and kinaesthetic stimuli to engage all of the children.

In the Autumn term, I wanted to grab the children's attention and ignite an interest in one of my favourite books, *Lost and Found* by Oliver Jeffers: 'Once there was a boy and one day he found a penguin at his door! So begins the magical adventure of the boy and the penguin as they travel all the way to the South Pole, looking for home and discovering friendship.'

## Phase 1: Creating Interest

I believe that this phase is the most important phase in the reading into writing process. It is vital to engage the children as soon as they enter the classroom when you start a new unit. In order to do this with the story *Lost and Found*, I left plastic fishes in a trail from where the children lined up, leading all the way into the classroom. This automatically generated inquisitive thinking and plenty of discussion before we had even entered the classroom.

We then looked at the picture above of the Penguin. What was his name? Where did he come from? How did he feel? Were the fishes his? This instantly led into a role on the wall exercise.



We then looked at a screen capture of the penguin knocking on the boy's door. Think, say, feel was a wonderful activity, which again sparked up the children's imagination.



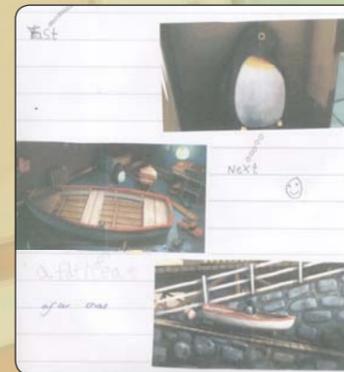
By the Wednesday of the first week of the unit we had still not even looked at a book! To generate more interest in the text I played the children the trailer for the animation *Lost and Found*. We used a Zone of relevance activity to describe the character of the boy. The children felt that the boy was 'cross, mad, disappointed, mean and moody,' and the penguin was 'lonely, upset, sad, miserable and unhappy.'

## Phase 2: Reading and analysis

I introduced the children to the story *Lost and Found*. Instead of reading a book to the children I scanned in the book in order to keep the children's interest in the unit. This text created plenty of writing opportunities in response to the reading.

## Phase 3: Gathering content

Using screen captures from the animation enabled us to focus on the main parts of the story. The children then re-ordered the pictures and, as an extension, linked the pictures with time connectives.



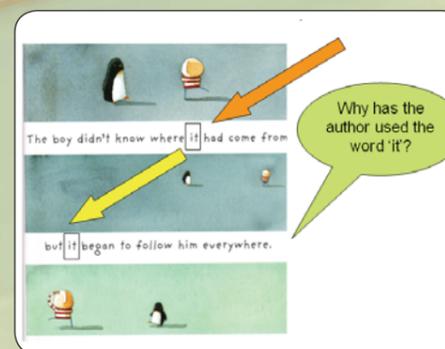
We re-created scenes from the animation using the freeze-frame technique.



- Draw and label the boy's bedroom
- Instructions to get to South Pole

Some other writing opportunities could be:

- Postcard
- Penguin or boy's diary
- Letter from one character to another
- Letter to the author
- List to pack Penguin's suitcase
- Missing poster
- Radio script for missing person
- TV News report
- Newspaper report
- Sequel to the story



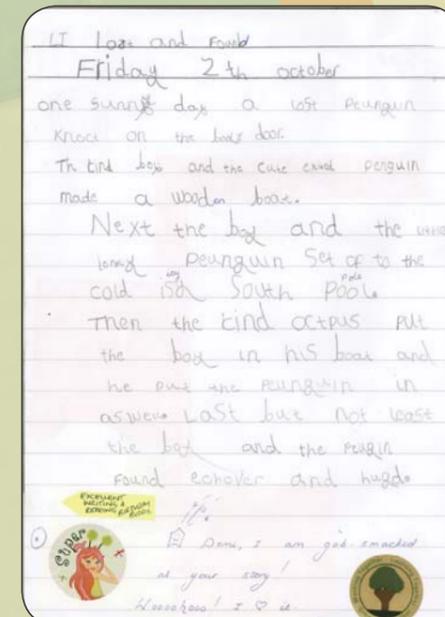
## Phase 4: Planning and Writing

Using a story mountain and post it notes, we spent a week planning out the beginning, middle and end of our own version of *Lost and Found*.

Using post it notes enabled the children to have control over adding more detail into the story. We used a *Lost and Found* child-friendly marking ladder and this enabled the children to self and peer assess their story.

## Phase 5: Presentation

The final phase is again another vital part to the reading into writing process. As a class we decided that we would write our stories to go in the infant library. Having a WAGOLL (What A Good One Looks Like) example for the children was crucial so that they knew what was expected in their final piece.



The difference in the children's first piece of writing and their final story was outstanding and all because the children were engaged, excited and had a clear purpose and audience for their outcomes.

All children thoroughly enjoyed this unit of work so much that our following Literacy unit was changed to enable us to find out information about penguins and produce a penguin factsheet.

*Lost and Found* by Oliver Jeffers, £5.99, ISBN 978-0007150366. A film version is also available on DVD.

