

Further schemes of work

The Smugglers of Mourne

1. Year 3 NLS Weekly Planning
2. Year 4 NLS Weekly Planning
3. Years 5 & 6 Commentary

1. Year 3: *The Smugglers of Mourne*

St Michael-in-the-Hamlet Junior School, Liverpool

	Class: Year Groups: 3	Term: 3b Week Beg: 10/6/02	Teacher:		
	<i>Whole class – Text Level work</i>	<i>Whole class – Word / Sentence Level work</i>	Guided Group Work	<i>Independent Group Tasks</i>	<i>Plenary</i>
Mon Read	Discuss vocabulary (smuggling etc.). Read story to p. 15. Pupils predict ending (in pairs). Read to end. Discuss ending.	Investigate rhythm of language. Look at syllabification, rhyme etc: which are effective?	CT: TA:	Pupils select words from their own reading books of 2, 3, 4 and 5 syllables. Aim for five of each. Find longest word in terms of number of syllables. Pupils who finish may try to generate a sentence of words of one syllable, words of two syllables etc.	Locate Mourne on the map - look at other features.
Tues Read	Re-read story. Discuss appeal of text, and Waddell as author. Discuss 1 st /3 rd person. Which is this? Is it effective?	Identify pronouns - personal and possessive. Look at altering sentences 1 st to 3 rd person. Which words change?	CT: TA:	Work on pronouns - pupils practise transforming sentences from 1 st to 3 rd person and vice versa. Discuss impact of the alteration.	What difference does transforming make?
Wed Write	Explain plan to re-write story as 1 st person account. Discuss possibilities for narrator - Tom, Nancy, Ranaghan, other (e.g. Nancy's brother, watching as story unfolds). Plan out main incidents. Discuss length of story, and effects used by Waddell (rhyme etc.)		CT: Writing with less able group: support planning process. TA:	Pupils map out own story. May add details/characters as required.	
Thurs Write	Model writing of opening of story. Identify point of view from which story will be written. Incorporate language effects - onomatopoeia, alliteration, rhythm.		CT: TA:	Pupils begin writing, individually/in pairs.	
Fri Write	Revise story so far; continue and conclude. Edit and check.		CT: TA:	Pupils complete story, with support as required.	Discuss format of book.

T5; T3 / T12; T22: discuss characters' feelings, behaviour and relationships; distinguish 1st and 3rd person accounts; write a first person account, recounting same event in a variety of ways; plot a sequence of episodes modelled on a known story, as a plan for writing.

T7: to recognise rhyme, alliteration and other patterns of sound that create effects.

S2: 1st/3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons.

W4: to discriminate syllables in reading and spelling (from Year 2).

2a. Year 4: *The Smugglers of Mourne*

St Cleopas CE Primary School, Liverpool

1 July 2002	Resources/ Text/ ICT: <i>Poor Tom and the Smugglers of Mourne</i> by Martin Waddell. Literacy Bank/Starspell.		Objectives: <ul style="list-style-type: none"> To identify moral/cultural issues in stories, e.g., dilemmas faced by characters. To read stories from other cultures, focusing on differences in place/time. To practise extending and compounding words through adding parts. To identify adverbs and understand their function in sentences. To revise adjectives. 		
	Shared read/write	Word/sentence	Guided tasks	Independent Tasks	Plenary
Mon	Examine front and back cover of the book and discuss possible contents. Read to p. 9.	Use 'town' as an example of words with common letter strings but different pronunciation.	G5 Using big book, look at the rhyme scheme and add more words.	Complete activity, grouping words with same letter strings into different pronunciations. Differentiate activity.	Recap on work and different groups found. Add more.
Tues	Discuss the story so far and make some predictions. Read story through to the end.	Using 'silently' as an example, think of other words to which 'ly' can be added to make adverbs.	G4	Complete phrases by adding adverbs. Change words into adverbs, e.g., Nancy - fought bravely, loved madly, - and relate to characters in story. G5: Big phonic book.	Complete phrases about each character.
Wed	Read the story all the way through and discuss how it could be performed - expression, etc.	Look at the picture of Ranaghan on p. 21 and think of adjectives to describe him. Make a list.	G3	Write a description of Ranaghan as if he had just appeared in front of you. Include adjectives brain stormed in word/sentence session.	Children to give one example of description. Write on chart.
Thurs	Shared writing based on telling the story from Tom or Nancy's point of view. What would they have said, felt, etc. Write part of the story.		G2 Children to write their own version of the story from Tom or Nancy's point of view, describing the events and their feelings. What was it like in the cave, etc.		Children to read examples of work. Discuss.
Fri	Continue with shared writing, this time looking at the story from another character's point of view. How does the story change? Explain the differences.		G1 Write the story from Ranaghan's point of view, trying to change the sympathies of the reader. Write in a way that our point of view is changed.		Children to read examples of work. Discuss.

2b. Year 4: *The Smugglers of Mourne*

Holy Name RC Primary School, Liverpool

Class: 9 Yr Group(s): 4 Term: Summer 2 Week beg: 30/06/03 Teacher: Mr Doyle

(Part of a week devoted to Irish poetry during the school's Irish week)

	Guided group tasks (reading or writing)
Mon	<p><i>The Smugglers of Mourne</i> Ahlberg - how does the author create an eerie atmosphere? How is the effect created on p. 16? How does the author use punctuation on pp 14-16 to create an effect? Can you think of a newspaper headline to describe the story?</p>
Tues	<p><i>Browne:</i> How would you describe the atmosphere of the story? How does the author create this? What is an excise man/smuggler? What strategies could be used to find out meaning?</p>
Wed	<p><i>Dahl:</i> How do you think Tom/Nancy feel at different stages of the story? Can you find examples of rhyme in the story? How can we tell Tom & Nancy love each other?</p>
Thurs <i>Shared Write</i>	<p><i>Fine:</i> How does the story make you feel? Re-tell the story from Ranaghan's point of view. Why might he be after Tom? Think of adjectives to describe Tom/Nancy.</p>
Fri <i>Shared Read</i>	<p><i>King-Smith:</i> How does the story make you feel? Look at the picture of Ranaghan on p. 21. What adjectives would describe him? Look at word 'light' on p. 10. What other words could you use in its place?</p>

3. Years 5 & 6

St Oswald's Catholic Primary School, Warrington

A. Researching the author B. Appreciating *The Smugglers of Mourne*

A. Researching the author

Read article on Martin Waddell in *Writers' Lives* by Dennis Hamley, Longman ISBN 0582334144

Shared session 1

The objective of this session was for the children to develop their knowledge of the author through retrieving information from the text. At the start of the session the children were told that the class was going to find out more about the author Martin Waddell.

1. What facts do you know or think you know about Martin?
What things would you like find out.¹
2. Write down your fact or question on a 'post it'.²
3. Divide the white board in the class into two sections: one section for 'Facts we know'; the other section for 'Questions we would like to find out or Facts we need confirming.'

Read out to the class your fact or question and place it in what you think is the appropriate section on the board. The children made the decisions as to which section the 'post its' were placed.

When everyone was happy with the questions and facts they had to find out or confirm, the class moved on to the next part of the shared session, modelling the reading - reading for meaning, not simply reading mechanically without processing for understanding.

The children were aware of what they were looking for in the text and were invited to raise their hand to indicate that their question or fact was being addressed.

4. What has been addressed or confirmed in the reading? Locate the correct part of the text which had dealt with their question or fact, thus backing up your statements with evidence from the text.
5. Find out the answers to the questions which remained unanswered, using your research skills with other books and the Internet.

Shared session 2

Interpretation of text - the investigation and dissection of phrases and words used.

1. What do the following phrases mean?

'for children who are adults in all but years.'

'you can feel them stirring...'

'the good ones won't wait their turn...'

'the best ones... pour themselves out on the page...'

'sometimes, though, the person looking out of the window has another name...'

2. What do the following words mean?

nom de plume

pseudonym

pen name

complex

modest

Mountains of Mourne

sophisticated.

¹ This sharing of facts and ideas as a class was used initially to help some children in the class who had learning difficulties into the next stage of the task.

² Examples of children's questions and facts included: Martin Waddell wrote Owl Babies. Martin Waddell is English I think? Martin Waddell writes stories about animals. How old is Martin Waddell? Has he got any children? Where does he live? Is he still alive?

Independent/self-sustaining activities

1. Find out what other books Martin Waddell has written and which are in your class library or in other classrooms in the school.³
Build up a collection of his books in your classroom.
2. Look at the similarities and differences in books written by Martin Waddell, looking at style, characters, settings and themes.⁴
Record these differences in your activity book.
Present your findings to the rest of the class.
Discuss whether or not you agree with the views presented by others.
3. Write your own 'follow up' story or chapter to a selected book.
Pay attention to the audience you are writing for; the development of key characters; making the plot move forward; engaging the reader; the choice of effective and appropriate vocabulary had to be effective and appropriate; and clear and grammatical writing.⁵
4. Begin compiling a fact file on Martin Waddell by bullet pointing the relevant parts of the article on him in *Writers' Lives* (this extracting important key points of a piece of the text).
Continue to build up your fact file on Martin Waddell by researching other sources of information, including other books, web sites and writing to authors and other authorities.⁶

³ The children were fascinated to find that Waddell has written books for children of all ages and to discover his books in their own class library and other junior classrooms. Books which had previously sat unnoticed and undesired suddenly became 'Hot Books' in the class in great demand. I had to apologise to our infant department for depriving their children of some classic Waddell infant reads, and got some initial looks of disbelief when I told the staff if they wanted books like *Farmer Duck* and *Owl Babies* they could find them in the Year 5/6 classroom!

⁴ The activity built on the great interest which had been aroused in Waddell's books. The children were always keen to offer their opinions on the books being studied and compared.

⁵ Again these 'follow up' stories were often shared in the classroom and the children quickly became expert critics in their own right, giving justified praise and criticism where they felt necessary. The children became confident that they could hold their own with any Martin Waddell original!

⁶ Other possible activities could include writing letters to authors, authorities on authors, and publishers inviting them to share their knowledge or expertise (thus covering such invaluable teaching points being letter writing, layout and style); and devising questionnaires to send such people or to actually interview in person (using a question and answer format on the lines of the SAT question in Language paper at Key Stage 2, 1998).

B. Appreciating *The Smugglers of Mourne*

Shared session

The objective of this session was for the children to recognise and become sensitive towards the atmosphere Martin Waddell has created in his story, The Smugglers of Mourne, and to understand how the author has created an atmosphere of tension mystery and suspense. The children were asked to think about the atmosphere that was evolving from the story, which was then read to the whole class, taking care to keep the pace and rhythm of the writing. At page 11 the reading was stopped and the class became involved in examining how the atmosphere and tension was built up.

1. What words could describe the atmosphere that was being set so quickly?
2. What words and phrases in the text help to create the atmosphere?
3. How does the pace of the writing help to build up the tension and give the impression that there was no time to waste.
4. How does the layout of the text help to create that same impression of no time to waste?⁷
5. Do you think that the illustrations help to build up tension?
Which is your favourite illustration?⁸
6. What do you think of the different characters?
How far do you empathise with them?
Why do you like Tom when he was a smuggler?
Was not Ranaghan only doing his job?
Was it not wrong of Nancy to go against the law and help Tom escape?
7. How does the setting to the story help to create atmosphere and tension?
Describe the Mountains of Mourne, the cliffs and the cave.
Does the setting remind you of (a) any places you have had experience of, (b) holidays you have had in Cornwall or (c) secret dens or places you have or know of.
8. Look at the punctuation in the story. How would this be different if the characters were talking to each other in the story?
9. The story is told in the third person. Retell the story in the first person.

Independent/self-sustaining activities

After the shared session, the children undertook a number of independent activities. While started within the framework of the literacy hour many activities were carried on beyond into other curriculum time.

1. In your character books, build up descriptions, including physical features and personalities of the characters in *The Smugglers of Mourne*.
2. Make up a discussion between characters.
What would Tom be saying to Nancy when making plans to escape?
What would Tom and Nancy be saying to one another when making plans in the cave whilst waiting for the boat to arrive.
What would Ranaghan and the Excise Man be saying to one another when planning their capture of poor Tom.

⁷ The text was set out on scrolls. Each page ended so that you wanted to turn the page to discover what happened next. The ... 'and then ...' syndrome, it might be called.

⁸ The children were particularly interested in the illustrations by Chris Priestley, feeling that they helped considerably to set the atmosphere. They were surprised and intrigued to be told by Robert Dunbar that often the writer in this case Waddell and the illustrator never actually meet and plan a book together. Both work separately as different elements only joining talents when the book is published.

What would the smugglers be saying to each other in their boat, sailing towards the Mountains of Mourne for Tom and Nancy?

3. Take a part from the story and turn it into a scene from a play, setting out the script for the characters and stage directions. (*Hint.* Look at examples of playscripts to become familiar with a playscript format.)
4. What do you think were the thoughts and feelings of characters at different stages of the story?
How was Nancy feeling when she was making her way to help Tom escape?
How did Nancy feel when they were both safe in the cave, eating berries and drinking goats milk?
How did Nancy feel when Ranaghan and his men attacked them at the cliff edge?
How did Nancy feel when she was safe on the boat with Tom, sailing into the sunset?
5. Work in small groups or with a partner and brainstorm for words which would be appropriate to describe or use in different scenes.
6. What do you think happens next? Create your own follow-on episode, with a new scene and new characters.
7. Work in groups and build up a case for and against contrasting characters, for example, Ranaghan and Tom.⁹

⁹ This activity could form the basis for a whole class debate.