

The Iron Man, by Ted Hughes

Year 3/4 Writing Sequence

HIAS English Team
Spring 2020
Final version

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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 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 child's needs

5 day writing sequence

This sequence is developed around an extract from the 'Iron Man', by Ted Hughes.

Chapter one can be listened to here:

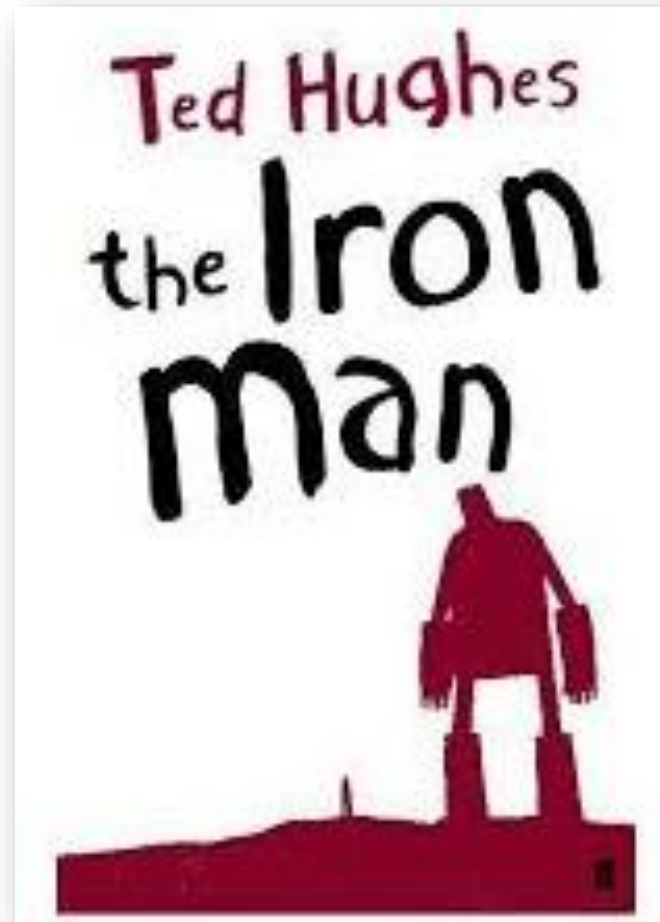
<https://www.youtube.com/watch?v=ycgfA-7udHs>

The outcome is to write a description of the Iron Man coming out of the sea. All lessons will build towards this final outcome.

Teaching sequence:

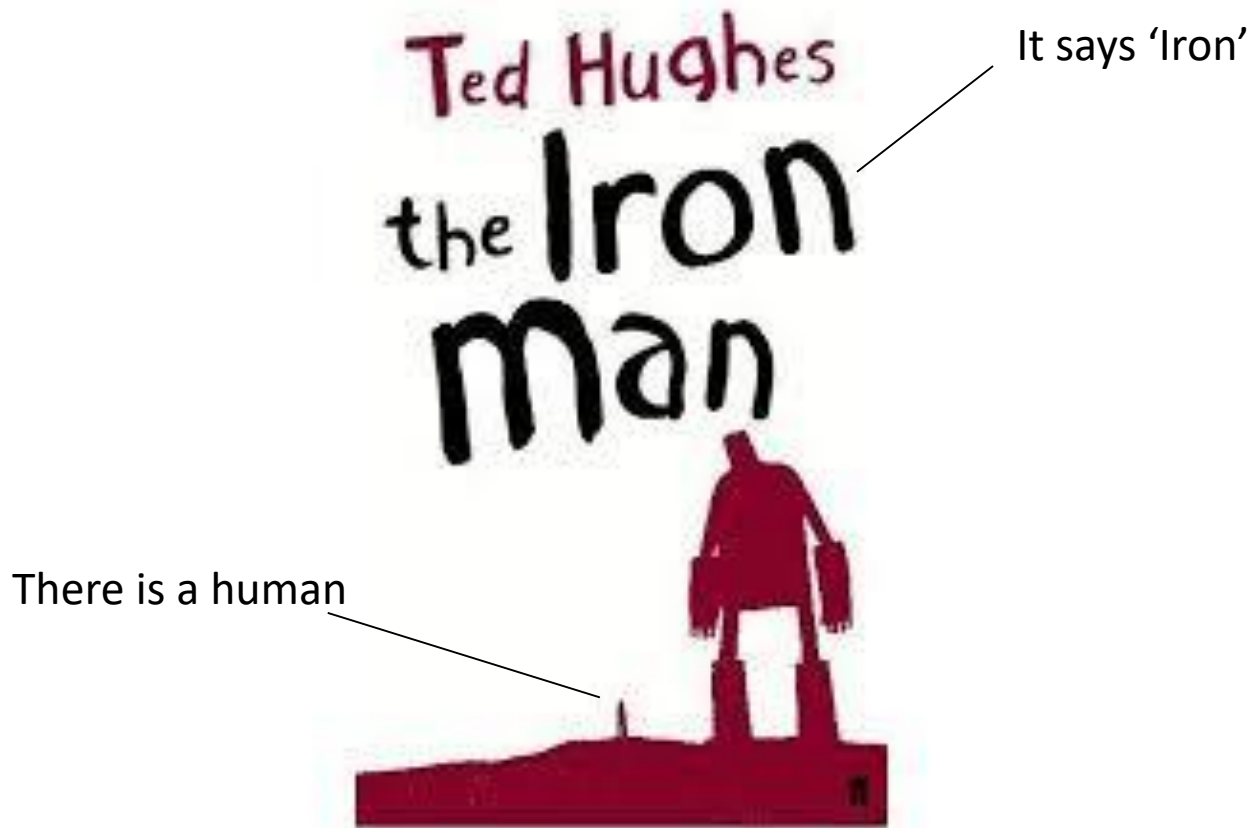
- 1) Responding to the text
- 2) Compare and contrast
- 3) Build descriptive vocabulary
- 4) Grammar practice and play
- 5) Writing challenges

The Iron Man



Lesson 1 – Responding to the text

Explore the front cover of Iron Man together. Annotate the cover with everything you notice.



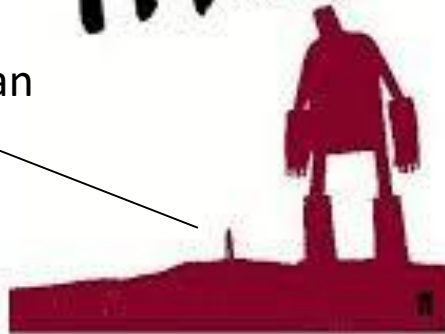
Use the above front cover (also printable on page).

Lesson 1 – Responding to the text

Ted Hughes
the Iron
man

It says 'Iron'

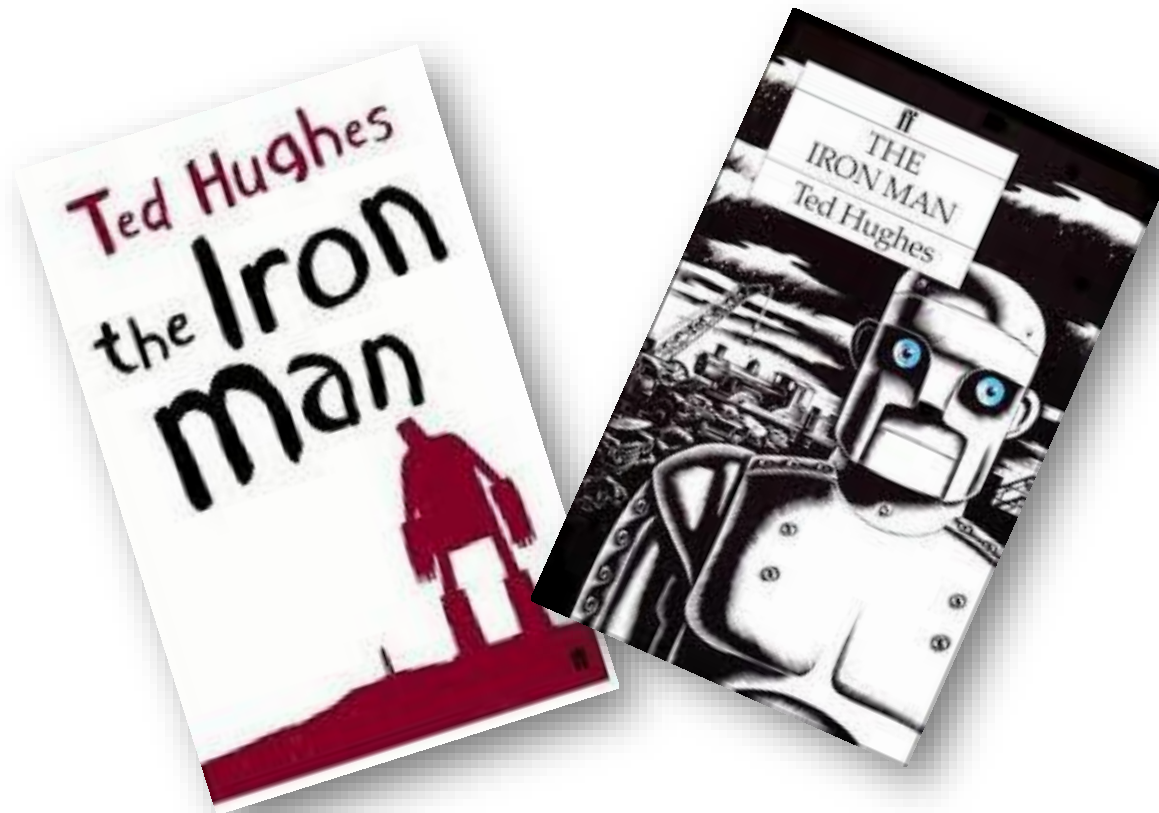
There is a human



What do we notice?	What does this tell us?
It says 'Iron'	The robot is made out of metal.
There is a human	The Iron Man is seen by somebody

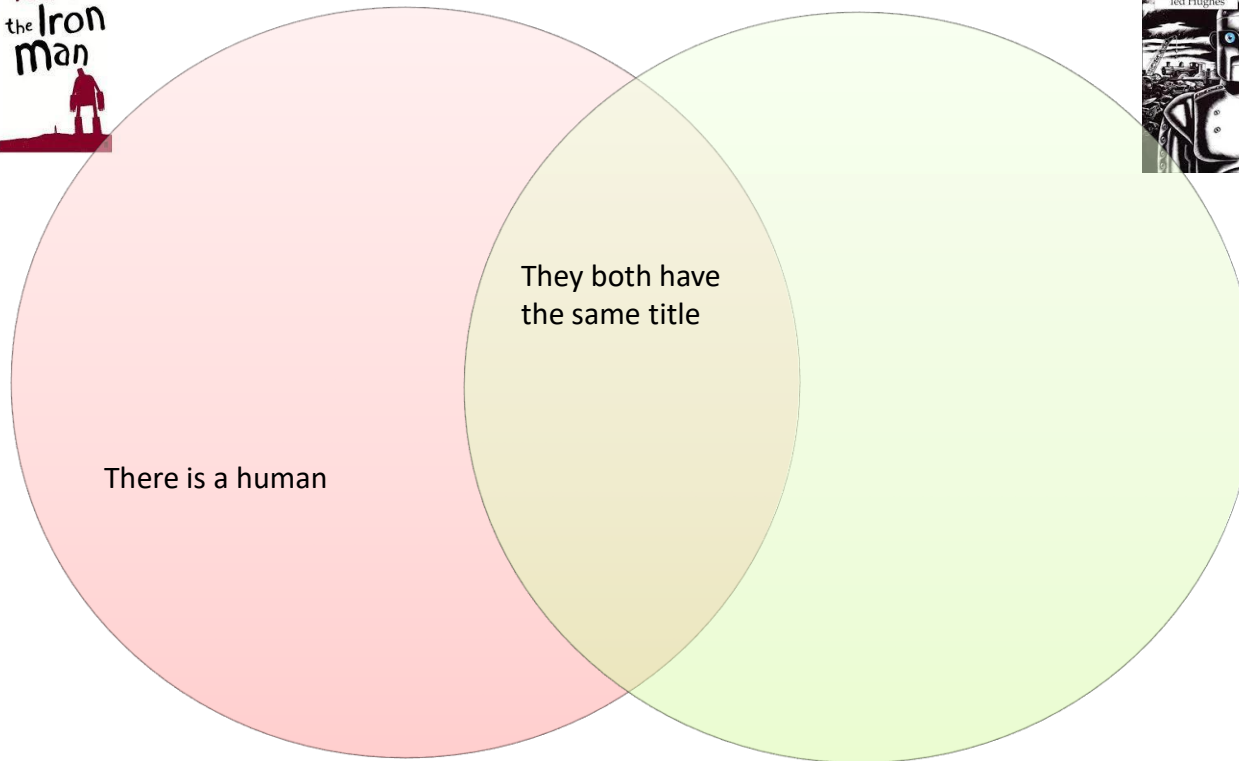
Fill out the table (see page 14) to deepen understanding like the example above.

Lesson 2 – Compare and Contrast



Discuss the two different covers of the same book.
What is similar and what is different?


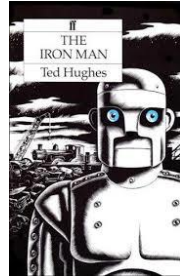
Lesson 2 – Compare and Contrast



Use the Venn diagram on page 15 (usually used in maths) to compare the two front covers: write notes in the Venn diagram to show the difference and similarities between the two front covers.

Lesson 3 – Build descriptive vocabulary

Using the front covers again, write words which would describe the Iron Man in the table (page 16). They do not always have to be adjectives (describing words) but could also be verbs such as ‘towering.’ Then use these to write your own sentences (see next page).

 		
huge		
		glowing eyes
towering		

Lesson 3 – Build descriptive vocabulary

Towering over the human, the Iron Man looked down.

The Iron Man's huge metal body stretched up to the sky.

His glowing eyes peered into the darkness.

Write your own descriptive sentences:

Lesson 4 – Grammar Practice and Play

Listen together to the opening to the story.

<https://www.youtube.com/watch?v=ycgfA-7udHs>

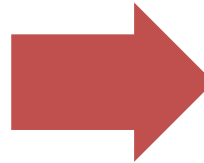
Read the opening description and think about the tasks on the next page.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind **sang** through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron head **turned**, this way, that way. He was hearing the sea. His eyes, **like headlamps**, **glowed** white, then red, then infrared, **searching** the sea. He swayed in the strong wind that pressed his back.

Lesson 4 – Grammar Practice and Play

Discuss and explain the authors use of the following language choices, highlighted in red in the text:

- Taller than a house
- sang
- like headlamps



Change the underlined sections:

- Replace the verbs highlighted in green with alternatives

Lesson 5 – Writing Challenges

Using what you have learnt so far, choose one of the following two challenges to complete:

- 1) Write an eye witness account of the Iron man emerging from the sea. Remember to use the descriptive vocabulary that has been developed from exploring the front covers and writing sentences.
- 2) Write a letter to a friend describing what it was like to see the Iron Man emerge from the sea for the first time. Use all the descriptive vocabulary that has been developed so far but also think carefully about the features of a letter.

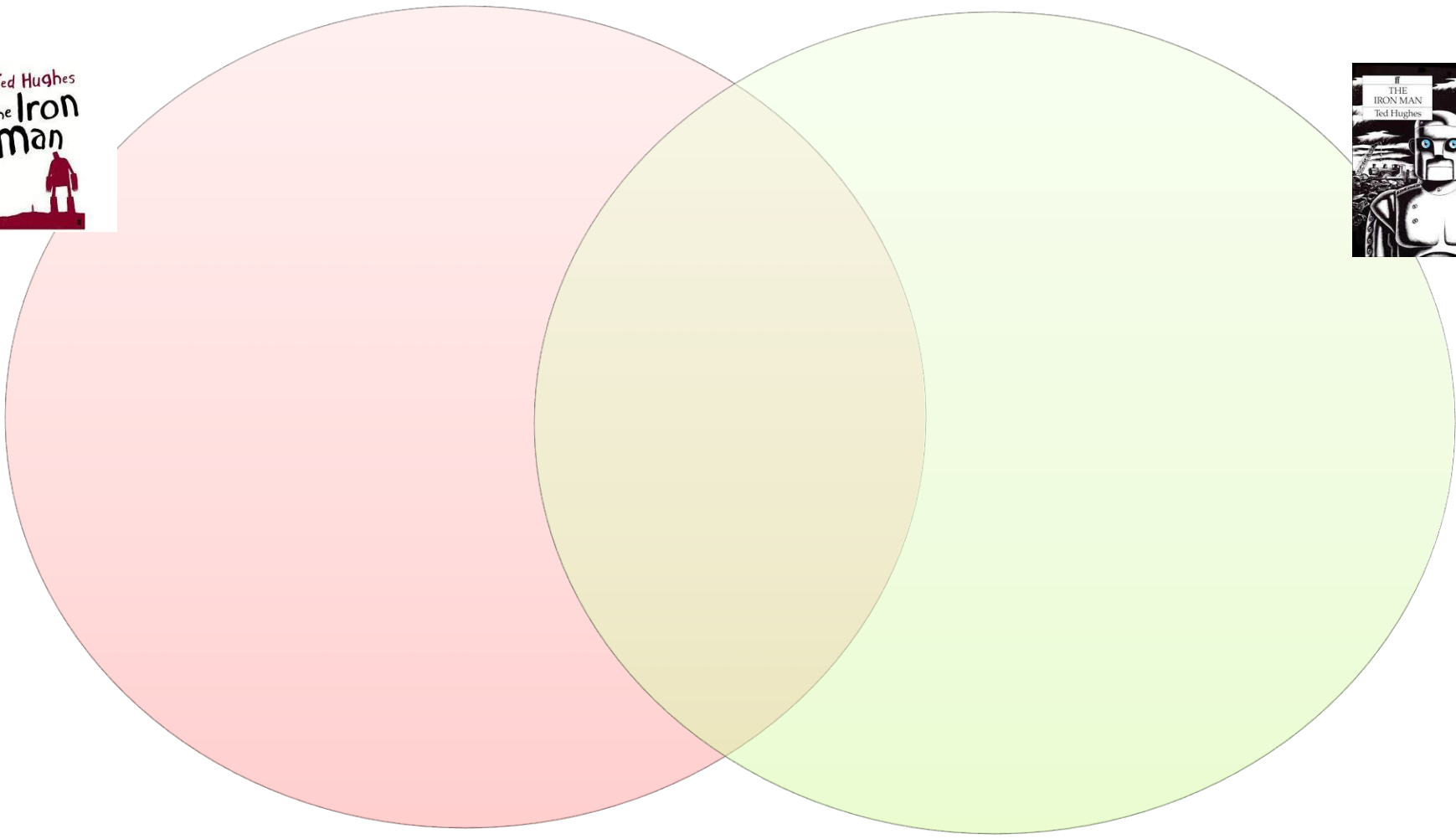
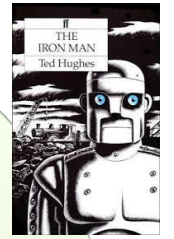
Challenge:

Ask someone (who has not looked at the front covers) to draw a picture of the Iron man based on the description in either of the two challenges above. Maybe you could phone or video chat a relative in isolation.

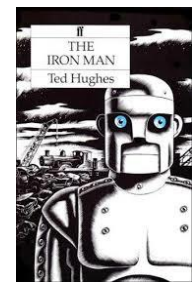
How close were they?


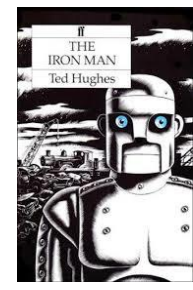
(This task allows children to see the importance of clear description for the reader)

What do we notice?	What does this tell us?
It says 'Iron'	The robot is made out of metal.



Lesson 3 – Build descriptive vocabulary



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

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