Lesson 1: Immerse

Lesson Outcome: *In this lesson we are explaining what fiction means.*

Resources:
One per group: Y3 BFG W U1 L1 Additional Resource 1 Sorting Task

Key Knowledge

1. **Fiction** is not real. It is untrue.
2. Types of fiction include stories, plays and poems.
3. **Non-fiction** is real. It gives us true facts and information.
4. Types of non-fiction include information books and newspapers.
5. Stories are written from an author's **imagination**.
6. There are lots of different types (or '**genres**') of fiction writing, such as fairy stories, scary stories and adventure stories.

Key Vocabulary

- **fiction**: writing about things that are not real (imaginary).
- **non-fiction**: writing about things that are real.
- **Imagination**: the part of your mind that creates ideas or pictures that are not real or that you have not seen.
- **genre**: a particular style of story, such as fairy stories, scary (horror) stories and adventure stories.

Do Now*: List 3*
Adapt this Do Now to suit the needs of your class.

- Give pupils 5 mins only to list 3 stories they read in Year 2, to introduce the topic of story writing.
- Challenge: For each story listed, can you describe where the story takes place? This introduces the idea that the author creates and describes settings where the story takes place.

Introduce: *Are stories fiction or non-fiction?*

- Explain that in this unit we will be writing **story openings.**
- But first, lets learn a bit more about stories.
- Are stories **fiction** or **non-fiction**? (*Refer to some of the stories pupils listed in the Do Now task.)*

Introduce: *Fiction is not real.*
Animated slide

- Explain: **fiction** is not real. It is made up.
- When an author writes a piece of fiction, they have to use their **imagination** to create a make-believe world. *Remind pupils of definition of imagination using vocabulary slide if needed.*
- They invent characters who aren't real, events (things) that never happened, and places you can't visit in real life. Fiction can be anything the writer dreams up!
- Explain: Stories are **fiction**. They are made up. So are plays and poems.
- And authors can create stories of all different **genres**, like adventure stories, horror (scary) stories, funny stories…
- Ask**:** Can you think of any more story genres?
- Discuss pupils' responses, inviting them to identify genres such as fantasy, mystery, animal, fairy stories, fables (stories with a moral) etc.

Introduce: *Nonfiction is real.*
Animated slide

- Ask: So, if fiction is made up, what is non-fiction?
- Explain: Non-fiction writing is not made up. It is about real people, events and places. The writer shares real information/facts**,** instead of using their imagination to make things up. is real. It gives us true facts and information.
- We read fiction to entertain us, to relax us, to take us away to a make-believe place.
- We read non-fiction to find out information.
- Some types of non-fiction writing include newspapers or online news articles/reports, information books & non-chronological reports, biographies about famous people, instructions or recipes to tell us what to do etc.
- Ask: Can you think of some examples of non-fiction texts you have read in school and at home?

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Talk Task: *Fiction versus Non-Fiction*
Answers on next slide

- Give pupils names of text types and ask them to sort them into fiction and non-fiction
- Model sorting one text type into each category, modelling your thinking aloud to scaffold pupils' own thinking
- **Challenge:** ask pupils to add title or description of a text they would like to add to each category

.

Model*: Write a summary explaining what fiction is*

- Stories are a type of **fiction**. Can you explain what fiction is?
- Model using today's task and discussion to think aloud and rehearse a sentence.
- Model writing the sentence, asking pupils to support you with ideas.
- Do not finish a full summary to avoid pupils directly copying your model but provide sentence prompts to scaffold pupils' own summaries if needed.

Possible sentence prompts include:

- *Fiction is….*
- *Examples of fiction are…*
- *Non-fiction is…..*
- *Examples of non-fiction are….*

Possible model:

- *Fiction is untrue. A writer uses their imagination to make up stories. Stories come in lots of different genres, like horror (scary stories). Non-fiction is the opposite. Non-fiction writing is true and gives information or facts. Examples of non-fiction writing are newspaper reports and instructions.*

Independent task*: Write a summary explaining what fiction is*

- Ask pupils to write a short summary explaining what fiction is
- Run through the mastery check with pupils (adapt this to suit the needs of your class).

Adaptation ideas:

- Provide some pupils with a 'fill the blanks' activity to scaffold this task. For example, provide one of the modelled paragraphs below (simplified where needed) with some words missing. Provide a list of the missing words and ask pupils to put the words into the correct places. Or you could provide a list of sentence openers for pupils to use.
- Alternatively, for pupils who will struggle to read and write this paragraph independently, you could provide a consolidation task similar to the sorting task, such as providing images of text types and asking pupils to tick whether this is fiction or non-fiction.

Modelled paragraphs for adaptations:

- *Fiction is a made-up story. It's like a world created by the writer's imagination. Characters, events, and places can be anything the writer dreams up. Fiction stories can be exciting, funny, scary, or anything in between!*
- *Fiction is not real. It is the author's world of make-believe. The author creates characters who aren't real, events that never happened, and places you can't visit. Books, plays, and poems are all examples of fiction, filled with magical adventures, exciting mysteries, and funny jokes.*
- *Non-fiction, on the other hand, is all about facts and information. It tells us about real people, places, and events. Books like history books, science books, and biographies are all non-fiction.*

Learning review: *Exit ticket*

True or False?

1. Fiction is not real. It is made up. ***(True)***
2. Non-fiction is not real. It is made up ***(False)***
3. Stories are an example of non-fiction. ***(False)***
4. Newspapers are an example of non-fiction. ***(True)***

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Lesson Outcome: *In this lesson we are ordering the five parts of a story.*

Key Knowledge

- Stories usually have five parts: the **opening**, the **build-up**, the **problem**, the **resolution** & the **ending.**
- The **opening** starts the story, introducing the setting & characters.
- The **build-up** comes next, developing the characters and introducing a problem they will face.
- The **problem** is when characters face a challenge.
- The **resolution** is when the problem is solved.
- The **ending** finishes the story.

Key Vocabulary

- **opening**: starts the story, usually introducing the setting and characters
- **build-up**: comes after the opening, developing the characters and introducing a problem they will face
- **problem**: when characters face a big challenge
- **resolution**: when the problem is solved
- **ending**: finishes the story

Do Now: ***Fiction or Non-Fiction?***
Adapt this Do Now to suit the needs of your class.
Note: Answers animated on slide

- Ask pupils to tick whether each text is fiction or non-fiction, using their learning from yesterday's lesson to support them.
- **Adaptation ideas:** provide visuals of the text types for some pupils to support their understanding or replace text types with titles and front covers of familiar books/texts.
- Play animations to go through answers with the class.
- Recap: Fiction writing is made up. Non-fiction is factual. Stories are fiction – they are dreamed up in the author's imagination.
- Explain: Remember we are going to write story openings in this unit, so let's learn some more about the parts of a story first.

Introduce*: What are the 5 parts of a story?*

- Explain that in this unit we will be writing story openings**.**
- But what are story openings and where do they fit into the order of a story?
- Let's learn about the 5 parts of a story.
- Stories usually have 5 parts: the opening, the build-up, the problem, the resolution and the ending
- Display mountain and use animations to display each part one at a time, using MTYT to encourage pupils to repeat the name of each part.
- Do not give full explanations for the purpose of each story part yet but focus on consolidating the order.
- Repeat the order verbally a couple of times, using the image and a rising/falling action to support pupils to embed this order.

Talk Task*: Order the five parts*

- Ask pupils to discuss with a partner where each of the 5 parts go
- Model thinking aloud if needed, e.g. *I think the XXXX should go first because XXXXX, next XXXXX happens because XXXXX*
- **Adaptation:** You could give each group a printed copy of the mountain and the 5 labels to physically put in order
- Once they've had sufficient talk time, drag and drop the answers into the correct order.

Introduce: *Purpose of each story part*

- Display story mountain with correct order
- Play animation to reveal purpose of each part of the story, explaining each part's purpose in language that makes sense to your pupils (& inserting familiar examples where needed)

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Model: ***An example in context***

- Put the five-part structure into an example – feel free to change the example to a story that pupils are familiar with.

Independent task: ***Ordering a familiar story onto the five-part story mountain***

- Pupils to plot a familiar story on the story mountain
- Teacher Note: You could use the example below and print it off for pupils to stick in order. Or you could print images for pupils to use. Or you could ask pupils to write their own sentences for each of the 5 parts.
- Ensure your model matches the format you expect pupils to use.
- You could also use a different story to the one below (one which you know your pupils are familiar with).

Possible example (The Three Little Pigs):

- **Opening:** Three little pigs leave home to build their own houses.
- **Build Up:** Each pig builds a house—one of straw, one of sticks, and one of bricks.
- **Problem:** The Big Bad Wolf arrives and easily blows down the straw and stick houses, forcing the first two pigs to run to their brother's brick house. The wolf tries to blow down the brick house.
- **Resolution:** The Wolf fails and tries to get down the chimney. The pigs outsmart the wolf by lighting a fire in the fireplace.
- **Ending:** The wolf runs aways and they are safe.

Learning Review: ***Exit Ticket***

1. What comes in between the opening and the problem? *build-up, resolution, ending* [build-up]
2. At which point of the story do the characters face the challenge? o*pening, build-up, problem* [problem]
3. Which part of the story introduces the setting and characters? o*pening, build-up, problem, resolution, ending* [opening]
4. What comes at the end of a story? *build-up, ending, opening* [ending]

Lesson 3: Analyse

Lesson Outcome: *In this lesson we are analysing the purpose and features of a story opening.*

Resources:
In advance of this lesson, you need to print off/photocopy and provide familiar story openings for the pupils, for the talk task and independent task.

Example story openings that introduce settings include: The BFG by Roald Dahl; Akimbo and the Elephants by Alexander McCall Smith; The Hodgeheg by Dick King Smith; The Secret Seven by Enid Blyton; The Iron Man by Ted Hughes; A Bear Called Paddington by Michael Bond; The Velveteen Rabbit by Margery Williams; Little Red Riding Hood (Ladybird First Favourite Tales)

Key Knowledge

- The opening starts a story.
- The **purpose** of a story's opening is to **entertain** the reader.
- Openings usually introduce the **setting** and mood.
- The setting is where and when a story takes place.
- We can use a story opening to predict the genre and plot of a story.

Key Vocabulary

- **purpose**: the reason why you do (write) something
- **entertain**: to keep someone interested and help them to enjoy what they are reading.
- **setting**: the time and place where the story happens

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Do Now: ***5 parts of a story***
Animated slide*
Adapt this Do Now to suit the needs of your class.

- Read each story part and each definition out to the class, asking pupils to think carefully about each one before matching them (without looking at their work from yesterday's lesson) to see how much they can remember
- Consolidate any misconceptions where needed
- Challenge: Use the 5 parts to make up a short story with your partner

Introduce: ***Purpose***
Animated slide*

- **Ask:** What would you do if you started to read a book and the opening wasn't very interesting or entertaining? *You're likely to stop reading!*
- We often use the front cover and blurb to choose a book to read. Then the story opening has the most important job of capturing our attention and making us want to keep turning the pages!
- So, the **purpose** of the story opening is to engage and **entertain** us. It sets the tone of the story and helps us decide whether to keep on reading or put the book down!

Talk task***: Match the story to its opening***
In advance, you need to adapt the book titles to match stories your pupils are familiar with and populate the slide with the openings of the titles you select.

- Share titles of familiar stories – *these are all stories that have engaged and entertained us, but can you remember their opening paragraphs/chapters?*
- Read one opening paragraph (without showing the book cover) and model thinking aloud – *I think this is the opening of XXXX story because…*
- Repeat. Ask pupils to match the other openings
  Which opening do you think is the most entertaining? Why?

Teacher Read: ***Model text***
Animated slide*

- Remind: we're going to write our own story openings in this unit. Let's see what a good one looks like!
- Usually, the opening introduces the setting and sets the mood of the story
- Imagine we have opened up a new book and this is the first paragraph: Read the model text once through without stopping, using expression to emphasise key parts and set the mood
- **Ask**: what can we learn from this opening about the setting?
- Read through once more, pausing to highlight key features of the setting (play animations to highlight some key words/phrases & display some supporting images)
- Reinforce: I'm definitely engaged with the story so far. I want to find out what happens next.
- **Ask:** Why? What **mood** is the story opening setting for the story? Play animations to highlight some key words/phrases that set the mood/build the atmosphere.
- *Example answers: calm, peaceful, adventurous, exciting. It's warm, peaceful, quiet, with the sense that something exciting is about to happen.*

Model: Identify the setting and mood

- Display format for the independent task and model predicting the genre. E.g.
  - Setting: a warm, empty pebbled beach
  - Mood: peaceful, but with the sense that something exciting is about to happen
  - Predictions: I predict this is an adventure story because it says, 'an entrance to adventure' and something exciting is going to happen.

Independent Task: ***Model text***
In advance, you need to print off/photocopy familiar openings with setting descriptions for your pupils to use for this task.

- Give pupils a story opening. Either read it aloud as a class and highlight clues together, or ask them to do this in groups, pairs or individually.
- Once clues have been highlighted, ask pupils to write down the setting and mood. Then ask them to write a prediction. Repeat.

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Adaptation ideas:

- Some to have the **same openings** as the Talk Task, others to have new ones to read.
- Provide multiple choice options to circle/tick instead of a blank space to write in. For example, provide genres to select from in the prediction section.
- Reduce/extend the number of responses pupils need to give to the story opening. For example, some could just focus on identifying the setting from the options provided; others could give a personal response – I would/wouldn't read this story because…
- To extend, you could include a personal response section: I like/don't like this opening because… I think this opening is/isn't entertaining because…
- Adapt the language to ensure all pupils can access this task – for example, you could replace 'plot' with 'story' or a question: 'What might happen?' *I predict that…*

Learning review*: Exit ticket*

True or False?

1. Story openings usually introduce the setting **(True)**
2. The purpose of a story's opening is to engage and entertain the reader **(True)**
3. We can use the information in a story opening to predict what might happen in the story **(True)**
4. The setting refers to the characters in the story **(False)**

Use vocabulary slide to recap key vocabulary where needed.

Lesson 4: Analyse

Lesson Outcome: *In this lesson we are analysing and comparing the features of setting descriptions.*

Resources:
Copies of model text for pupils to annotate

Key Knowledge

- 1. The **setting** is where and when the story takes place.
- 2. A **description** helps the reader to imagine the setting.
- 3. **Adjectives** add detail to **nouns.**
- 4. Powerful **verbs** give detail about the movements in a setting.

Key Vocabulary

- **setting:** the time and place where the story happens
- **description**: writing that tells you what someone or something is like so that you can picture it in your mind
- **noun**: a word that refers to a person, place or object in the setting *(or an event, idea, feeling or quality),* such as 'sea', 'birds', 'adventure'
- **adjective**: a word that describes a noun, such as 'big', 'blue', 'exciting'
- **verb**: a word that is used to say that someone/something does something or that something happens, such as 'jump', 'feel', 'arrive'

Do Now: *Recap*

Animated slide

- Read the words first, then the passage
- Pupils to fill in the blanks – *they will need to use the word **opening** twice. Tell pupils that one word needs to be used twice.*
- *Challenge: Which was your favourite story opening last lesson? Why?*
- Play animations to reveal and recap.

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Introduce: *Purpose*
Animated slide

- Remind: Last lesson we learnt that openings often introduce the setting
- The setting is where and when the story takes place (give example from one of yesterday's openings)
- Why might it be important to share the setting at the beginning of the story? *The reader needs to know the setting to understand and enjoy the story fully.*
- A good setting description helps the reader to imagine (recap definition) the setting in their mind. You should be able to use the words to see a picture in your head.
- The author often uses more than one sense to describe the place to help you imagine it even better.
- Let's read the model text again – *could you picture the setting? What did you see? Which words helped you to create the picture?*

Talk Task: *Order and compare*
Animated slide

- Display four descriptions of the same setting (inspired by the opening of The BFG by Roald Dahl)
- Ask: Which helps you to imagine the setting the most? Which gives the most detail?
- Which is not very helpful? Why?
- Allow pupils to discuss and order in pairs (adapt by reducing/increasing the number of setting descriptions and by adapting the language used in each).

Possible misconception: pupils may order descriptions based on their length. Encourage them to use the language to evaluate how well they have met their purpose: to help the reader imagine the setting.

- Discuss pupils' justification before playing animations to reveal a suggested order, drawing out the following points:
    - *the blue setting description has the least detail. We only know that the setting sounds quiet, but we have no idea about where the story is taking place and what can be seen in the setting.*
    - *the purple description is a bit more helpful because it tells us not only is it quiet, but nothing is moving either. So we know we're somewhere where nothing is moving or making a sound… but we still don't know what we can see in the setting or where we are.*
    - *the orange description gives a bit more information – now we know we are in a street where nothing is moving or making a sound.*
    - *the green description is the most effective because it tells us where we are, that it is nighttime (when), what it sounds like, that the street is empty, there are cars in the street… and a curtain is moving. This helps us to imagine the setting and also sets the mood of the story – we start to think about who is moving the curtain and why.*

Develop: *Nouns, adjectives and verbs*

- Explain**:** there are some words that make setting descriptions even better
- A good setting description should include nouns, adjectives and verbs (use vocabulary slide to support definitions where needed)
- Display and read each feature one at a time, highlighting examples in the model text as you go:
- The nouns tell us what is in the setting – *play animations* to highlight examples in the model text. *Can you find one more noun?*
- The adjectives describe the nouns – they tell us what those things are like. Play animations to highlight examples in the model text. *Can you find one more adjective that is describing a noun?*
- The verbs tell us what is happening – what the nouns are doing. *Play animations* to highlight examples in the model text. *Can you find one more verb?*

Talk Task: *Identify nouns, adjectives and verbs*

- Provide pupils with a copy of the model text
- Ask pupils to identify and label the nouns, adjectives and verbs

Adaptation ideas:

- The description given as an example on this slide is the model text. We recommend giving this description to pupils who can decode most of the words, to build on your model on the previous slide.
- For other pupils, we recommend providing a short description including language at their decoding level.
- More confident readers could have a new setting description
- Adapt the types of word to search for: Some pupils might need to focus on one or two word types only, others will be able to search for adverbs & prepositions too.

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Model: ***Summary bullseye***

- Model how to use the summary bullseye to summarise what makes this setting description effective
- Key words are displayed on summary bullseye, with points provided for the words used.
- Model composing a coherent sentence verbally to explain why the setting description from your talk task is effective, then model writing the sentence down.
- Ask pupils to help you add up your points.
- For example**:** This setting description is effective because it helps the reader to imagine the setting. We know the story is happening during the day because the sun is shining. We know the story happens on a beach. The adjectives describe what everything looks like, smells like and sounds like.
- **Adapt:** You might wish to reduce the number of words on this slide to focus pupils on key words in particular – *we have included lots of possible words!*

Independent Task: ***Write a summary***

- Using the bullseye for support, pupils to orally rehearse their summary sentence(s), with their partner tallying up their scores. Partners to switch places.
- Pupils to write their sentences down**,** using the Mastery Check.
- *NB: Give points for words within the same word family, such as 'happening' instead of happen.*

Learning Review: ***Exit Ticket***

True or False?

1. A setting description helps the reader to imagine the characters. **(False** – imagine setting**)**
2. A setting is who and why the story takes place. **(False** – when & where**)**
3. Verbs show how things move in the setting. **(True)**
4. Adjectives describe the nouns. **(True)**

Lesson 5: Analyse

Lesson Outcome: *In this lesson we are creating expanded noun phrases to describe a setting.*

Resources:

- **Additional hanout** (Nouns and adjectives to be used in both talk tasks and the independent task)

Key Knowledge

- **Nouns** are the things, places or people *(or feelings and qualities.*
- **Adjectives describe** the nouns.
- An **expanded noun phrase** puts one or more adjective in front of a noun to describe it.
- Commas separate adjectives listed in an expanded noun phrase.

Key Vocabulary

- **describe**: to say or write what someone or something is like so that someone else can see it in their imagination.
- **noun**: a word that refers to a person, place or object *(or an event, idea, feeling or quality),* such as 'sea', 'birds', 'adventure'.
- **adjective**: a word that describes a noun, such as 'big', 'blue', 'exciting'.
- **expanded noun phrase**: one or more adjectives in front of a noun to give more detail about the noun, such as 'tall, luscious trees'.

Do Now: ***Identify the nouns, adjectives and verbs.***

Adapt this Do Now to suit the needs of your class.

- Read each sentence from the model text, asking pupils to identify the nouns, adjectives and verbs (either one sentence at a time, or one word type at a time)
- Highlight correct answers & address any misconceptions:
  - **Nouns**: boats, water, pier, sea, waves, pebbles

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- **Adjectives**: colourful, long, wooden, turquoise, gentle, warm
- **Verbs**: sat, reached, lapped

Recap: *Adjectives describe nouns*
Animated slide

- Display part of the model text.
- Remind: setting descriptions help the reader to picture when and where the story is taking place.
- The **nouns** are the things, places and people in the setting (we have included feelings & qualities in brackets – decide whether to keep this in to stretch some pupils' thinking or whether to take it out at this stage). Highlight examples in the model text. *Can you help me highlight one more?*
- **Ask:** What do the **adjectives** do? Highlight examples. *Can you help me highlight one more?*
- Remind: Adjectives **describe** the nouns to help the reader picture the thing, people or places properly. For example, *the colourful boats* tells us more than *the boats – We will all imagine different types of boats!*

Adaptation ideas: We have used the model text so that pupils develop familiarity with it and reduce the risk of cognitive overload – using a passage pupils know well allows us to focus our teaching on the elements we want them to learn. However, you could use one of the other example setting descriptions (see model text document) to challenge pupils who are confident readers.

- If your pupils have a secure understanding of nouns and adjectives from yesterday's lesson, then you could go straight to the next slide.

Talk Task*: Sort nouns and adjectives*

- Summarise: When we describe the setting, the nouns are the things (or people etc…), and the adjectives describe them.
- Model Talk Task: Sort – is this word a noun or an adjective? How do I know? (sort words from the model text)
- Talk Task: Pupils to sort words (see additional resource) into adjectives and nouns. *They will use these same words in the second talk task & the independent task. Pupils could sort physically into piles or write into a table.*
- Review answers together and address any misconceptions that arise.

Adaptation ideas: As these words will form the basis of today's expanded noun phrases, you could provide some pupils with more/less ambitious vocabulary depending on their current abilities, needs and targets.

Develop: *Identifying expanded noun phrases*

- Display expanded noun phrases from the setting. Explain that expanded noun phrases expand the noun by placing one or more adjectives in front of the noun to give more detail about it.
- Using the animations, model what happens if we change the adjective to something else – the noun changes! We picture something different in our minds.
- **Stretch:** Ask – *what do you notice about the expanded noun phrases with more than one adjective? They use a comma to separate the adjectives.*

Note: We have used colourful semantics colours for the adjectives and nouns here – if necessary, adapt to match the colours you use in your school.

Talk Task: *Building expanded noun phrases*

- Model selecting an adjective to describe the noun, practising the expanded noun phrase out loud before writing it down.
- Repeat twice more to create 3 expanded noun phrases based on just one noun (to demonstrate how the meaning changes when the adjective changes)
- Pupils to select one noun with a partner (or use the example given in the 'you do' section of this slide) and create 3 different expanded noun phrases for this one noun (using the adjectives from the previous Talk Task, or their own ideas).
- **Stretch:** model using a comma to separate adjectives where the expanded noun phrase includes more than one adjective.
- *Decide whether to model writing expanded noun phrases that include a determiner, depending on your expectations of your pupils, eg: the, some, a*

Adaptation ideas: Provide images to support pupils' ideas for their expanded noun phrases – ie – select the adjective that truly describes the noun in the image (big boat, small boat, broken boat)

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Develop*: The 5 Senses*

- Explain that we can use all of our senses to really describe the setting detail, helping the reader not only to see the setting, but also to smell, hear, taste and feel the setting using their imagination.
- Read example expanded noun phrases from the model text for each of the senses.

Model*: Writing expanded noun phrases using the 5 senses*

- Model selecting one of the three settings to describe (some pupils should use the same setting we have been describing so that their working memory can focus on the new learning, whereas others can be encouraged to try a new setting from this slide or their own imagination to practise describing using the 5 senses)
- Model writing an expanded noun phrase for 2 of the senses, modelling your thinking aloud for pupils to follow.

Independent Task*: Writing expanded noun phrases using the 5 senses*

Pupils to:

- ✓ Select a setting to describe
- ✓ Choose 1 sense to use
- ✓ Identify a noun
- ✓ Put an adjective in front of the noun
- ✓ Use a comma to separate 2 adjectives
- ✓ Repeat for each of the 5 senses

Adaptation ideas:

- Reduce the number of senses for some pupils to focus on.
- Provide a chart to write on (to match the model)
- Provide nouns and images to describe.
- Pupils to describe the setting they selected – you might wish to provide printed images (print from the model text document) for pupils to look closely at.
- You could also provide additional wordmats to scaffold or stretch pupils.
- Stretch: include expanded noun phrase in a sentence. Create more than one expanded noun phrase for each sense (using same or different nouns).

Learning Review*: Exit ticket*

Multiple Choice Qs:

1. Which word has been highlighted in this expanded noun phrase? '**colourful** fishing boats'
a) noun
b) adjective ***(correct)***
c) verb

2. Which word has been highlighted in this expanded noun phrase? 'beautiful **clouds**'
a) noun ***(correct)***
b) adjective
c) verb

3. Which 3 senses have been used in this descriptive sentence? 'The warm breeze carried the scent of the ocean and the cries of seagulls.'
a) sight
b) smell ***(correct)***
c) hearing
d) taste ***(correct)***
e) touch ***(correct)***

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Lesson 6: Instruct

Lesson Outcome: *In this lesson we are using prepositions to add detail to a setting description.*

Resources:
Y3 BFG W U1 L6 Additional Resource 1 (for sorting task)

Key Knowledge

- **Prepositions** describe where things are in a setting.
- A **prepositional phrase** uses more than one word to describe where something is.
- A **noun** or noun **phrase** usually comes after a preposition to create a prepositional phrase.
- A prepositional phrase can go anywhere in a sentence.

Key Vocabulary

- **noun:** a word that refers to a person, place or object in the setting *(or an event, idea, feeling or quality),* such as 'sea', 'birds', 'adventure'.
- **preposition**: a word that describes where something is, such as '*into'* or '*outside'.*
- **phrase**: a group of words that is part of, rather than the whole of, a sentence.
- **prepositional phrase**: a group of words, including a preposition and a noun, to describe where something is in relation to something else such as: *'into the house*', *'outside of the house*'.

Do Now*: Underline the expanded noun phrases*
Adapt this Do Now to suit the needs of your class.

- Read each sentence from the model text, asking pupils to underline the expanded noun phrase in each sentence

Answers:
- Colourful boats sat peacefully on the water
- A long wooden pier reached into the turquoise sea.
- Gentle waves lapped onto the warm pebbles

Introduce*: Prepositions describe where nouns are*

- Display nouns and noun phrases from the model text. Explain these are nouns – the objects in the setting (colour-coded green to build on yesterday's lesson).
- Play animation to display prepositions – these are prepositions, they tell you **where** things are.
- Use **MTYT** to say each of the prepositions. *We have used blue, in line with the colourful semantics approach.*

Talk Task: *Sort*

- Display words jumbled up without colour-coding.
- Point at a word and ask - is this word a noun or a preposition? Is it what is in the setting (an object/a thing) or where the object is? What or where?
- Model sorting one or two.
- Pupils to then sort in pairs

Develop*: Prepositional phrases*

- Display list of prepositions from previous task.
- Display example from the model text with a prepositional phrase highlighted.
- Explain that when we use prepositions in a setting description, we often don't use them on their own – we use them as a phrase to really explain where something is.
- Play animation to reveal list of prepositional phrases used in the model text, pointing out how they describe one noun in relation to another. *Cover up the prepositional phrases to compare these to sentences without a preposition to show how powerful prepositional phrases are eg – A fresh salty breeze swept. A fresh salty breeze swept through the air.*
- Explain: these are prepositional phrases **-** a phrase is more than one word (not a whole sentence but 2 or more words)
- Use **MTYT** to read each of the prepositional phrases on their own (using accompanying actions to embed meaning): in the sun, into the ocean, on the water, onto the pebbles, upon the water, through the air.

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Develop*: Using prepositions to describe nouns*

- Explain that now we know what prepositions are and have learnt what some prepositional phrases mean, let's practise using them to describe where nouns are in a setting.
- Display image of a setting with nouns labelled (one of the images from yesterday's lesson)
- Model choosing a preposition to build a prepositional phrase from: describe where one noun is in relation to another. Repeat this phrase or sentence out loud and use MTYT for pupils to repeat it back to you. Ask pupils to say one more to their partner before sharing a couple with the class.

Examples:

- an open book **on top of** a closed book
- chairs tucked **under** the tables
- one chair **behind** another chair
- drawers **underneath** the desks
- books **inside** the drawers
- Books **inside** the drawers **under** the desks

Model: *Writing Sentences*

- Using the ideas we have begun to build, we are now going to write sentences including a preposition or prepositional phrase.
- **I do:** Look at the image (or describe your actual classroom) and select one of the nouns you described in the last slide. Consider the prepositional phrases again and practise a sentence out loud that begins with a prepositional phrase, explaining where one noun is in relation to another. Explain the prepositional phrase doesn't have to go at the end – we can use it at the beginning too, for example: reaching out into the water, was a long wooden pier.
- Write your full sentence down and read it back to check for sense and correct any errors.
- **We do:** Select another noun and ask pupils to tell their partner a sentence including a prepositional phrase, to describe where this object is in relation to the rest of the setting. Take a few examples, then model writing one sentence down. Check: does it describe a noun? Does it say where the noun is? Did I use a prepositional phrase? Did I put it at the beginning, in the middle or at the end of my sentence?

Example sentences to support modelling:

- Chairs are tucked underneath the neat tables.
- Under each desk is a sturdy drawer.
- Inside each drawer are some beautiful books.
- On top of one desk, there is a pile of books.
- An open book sits on top of a closed book.
- Sun shines through the windows onto the desks.

Independent task: *Writing sentences*

- Pupils to write sentences including prepositions/prepositional phrases
- Some pupils to describe same image as the model, using the image labelled with the nouns and the prepositions/prepositional phrases from their Talk Tasks (or those on this slide – adapt/add/remove words as needed)
- Others could use the image they used yesterday, or another image (or your real classroom)
- Adapt expectations to ensure pupils focus on the key learning at a level appropriate for them: *prepositions describe where nouns are*

Learning review: Exit ticket

True or false?

1. The word **'into'** is a preposition. ***(True)***
2. A preposition describes the position of a noun in the setting. ***(True)***
3. A prepositional phrase contains just one word. ***(False)***
4. A prepositional phrase *must* go at the beginning of a sentence. ***(False)***

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Lesson 7: Instruct

Lesson Outcome: *In this lesson we are using verbs and adverbs to create atmosphere*

Key Knowledge

- **Verbs** show what the nouns in the setting are doing.
- **Adverbs** describe the verbs in more detail.
- Verbs and adverbs help the reader **experience** the **atmosphere** of the setting.

Key Vocabulary

- **verb**: a word that is used to say that someone/something does something or that something happens, such as 'jump', 'feel', 'arrive'.
- **adverb**: a word that describes or gives more information about a verb, such as how, when or how much it is happening.
- **experience:** if you experience something, it happens to you, or you feel it. If a reader experiences the atmosphere of the setting, they feel it as if they were *really* there.
- **atmosphere:** the mood or feeling of a place: how it *feels* to be there.

Do Now: ***nouns vs verbs***
Animated slide
Adapt this Do Now to suit the needs of your class.

- Display some key nouns from the model text alongside some verbs
- Ask: Can you sort the nouns and verbs? Ask yourself – does it tell me **what** or **what it is doing?**
- Pupils to sort physically or by writing onto a table (additional resource)
- **Challenge:** add some more of your own
- Play animations to reveal answers and consolidate any misconceptions
- Note: 'what?' and 'what doing?' are used in the colourful semantics approach

Adaptation ideas:

- Reduce the number of words to sort
- Simplify the decoding level of the words
- Give words that are not from the model text for pupils able to decode and decipher the meaning independently

Introduce: ***Verbs***

- Display model text in full, with some verbs highlighted.
- Explain: I've highlighted some of the **verbs**. These words help the reader to experience the setting as if they were really there. They don't just know what is there, where it is, but what it is doing.
- **Ask:** There are 3 more verbs to find… can you find them?
- Play animations to reveal**:** bobbing, sat, lapped

Introduce*: Adverbs*

- Reiterate: verbs help the reader to experience the setting as if they were there – the setting comes to life rather than being a static picture
- Highlight adverbs in the setting description and explain – another really important word (the last we will learn before we start creating our own setting descriptions) is the adverb
- Point at one example and ask: what is the adverb doing? After thinking time, explain: adverbs describe the verbs – **how** the object is moving (or when… or how much)
- Go through each example in the setting description and show the difference between no adverb and adverb – how does it help the reader to experience the setting?
- Now they know **what** is there, **where** it is, **what** it's **doing** and **how** it's **doing** it. They're getting a really full picture that can come to life in their imagination.
- Note: we have colour-coded adverbs the same colour as adjectives to indicate their function is similar: to describe

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Talk task: *Matching adverbs*

- Adverbs are important because if we don't use them, the reader might imagine the object moving in one way, when actually it was moving in another!
- For example, if we said the boy moved toward the door, we would all imagine him doing it differently. If we said *the boy moved slowly toward the door* or *the boy moved quickly toward the door* – these are different types of movements. (Ask child to demonstrate meaning of these opposite adverbs by moving slowly/quickly toward the door).
- **Ask:** What other opposites/antonyms can we find?
- Task: match the opposite adverbs – the adverbs with opposite meanings

Adaptation ideas: remove/add words depending on your pupils

- Answers (play animations to reveal):
- Quickly slowly
- loudly quietly
- Happily sadly
- Carefully carelessly
- Peacefully chaotically
- Patiently impatiently
- Purposefully casually

Introduce: *Verbs and adverbs help to shape the atmosphere*

- Recap: Verbs tell us what everything is **doing** in the setting and adverbs tell us **how they're doing it**. The reader can then really experience the setting – it comes to life for them rather than feeling like a still picture in their head. They can start to use all 5 senses to really be there in their imagination.
- So we can play around with the verbs and adverbs to change the **atmosphere** – the **mood** of the setting and the story coming up.
- When I wrote the setting description I wanted to create a peaceful **atmosphere**, with a hint of excitement – to suggest that an adventure might happen in this peaceful place.
- Play animation: Look what happens when I change the verbs and adverbs of this part of the model text – what happens to the mood? Now it suggests we're in a scary setting… perhaps this a is a horror story!

Model: *Creating atmosphere using verbs and adverbs*

- Display image of the classroom with nouns labelled (from yesterday's lesson) and 3 moods/genres: adventurous/exciting, scary, funny
- *Look at this sentence I wrote yesterday: The books sat on top of the tables.*
- *I'm going to pick a mood and use verbs and adverbs to create it*
- Model identifying the noun books**,** then either replacing the verb 'sat' with another, or adding an adverb to create the mood, such as:
- The torn books waited mysteriously on the dusty table
- Model writing 2-4 versions of the same sentence to explore how to change the atmosphere and set a mood for the story.
- **Adapt** the moods on this slide or encourage pupils to create any atmosphere they like.
- Challenge: include adjectives to build the atmosphere too

Independent task*: Use verbs and adverbs to set the mood of the story*

- Pupils to describe the classroom image (to build on yesterday's language) – or another setting of their choice
- Write full sentences including what the objects are doing (verbs) and how they are doing it (adverb)
- **Challenge**: explore how to use the other skills we have used to build the atmosphere: adjectives (expanded noun phrases), prepositional phrases, 5 senses

Adaptation ideas:

- Provide word bank (from talk tasks or additional) to scaffold or stretch – adapt options given here as needed
- Provide sentence starters
- Provide sentences to innovate by adding an adverb, or changing the verb
- Provide images to support

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Learning review: *Exit ticket*

True or false?

1. The word **'into'** is a preposition. ***(True)***
2. A preposition describes the position of a noun in the setting. ***(True)***
3. A prepositional phrase contains just one word. ***(False)***
4. A prepositional phrase *must* go at the beginning of a sentence. ***(False)***

Lesson 8: Plan

Lesson Outcome: *In this lesson we are planning what to write in our setting descriptions.*

Resources:
Optional: Y3 BFG W U1 Additional Resource (planning grid) Note: pupils may not need this and could plan directly into their exercise books.

Key Knowledge

- A writing **plan** helps to organise and develop ideas.
- The **audience** and **purpose** should be decided before writing begins.
- A **toolkit** lists the features we could include in our writing.
- A **word bank** is a collection of useful words we could use in our writing.
- Writing is most successful when we orally **rehearse** sentences before writing them.

Key Vocabulary

- **plan**: a way to organise and develop your ideas before you start writing
- **audience**: the people who will read your writing
- **purpose**: the reason why you do (write) something
- **toolkit:** a space or list where you can store tools to help you write successfully
- **word bank**: a collection of useful words you could use in your writing
- **rehearse**: to practise something before you do it (usually more than once)

Do Now: *Verbs vs Adverbs*

Adapt this Do Now to suit the needs of your class.

- Ask: Can you sort the verbs and adverbs? Ask yourself – does it tell me what it is doing or how it is doing it?
- Pupils to sort physically or by writing onto a table
- **Challenge:** add some more of your own

Adaptation ideas:

- Reduce the number of words to sort
- Simplify the decoding level of the words
- Give words that are not from the model text for pupils able to decode and decipher the meaning independently

Introduce*: A plan organises our ideas*

- Explain: Authors use their imagination to make up stories… but before they start writing, they plan their ideas.
- So, before we write our story openings, we need to plan who will read our story, what genre it will be, and where it will be set.

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Model: Planning the audience and purpose

- Model asking yourself each question in green and recording your chosen response, inviting pupils to help make some decisions with you.
- To support pupils to make their own choices in the Talk Task, you could scribe a list of ideas onto your flipchart at this stage, for example:
  - Audience: Year 2 children, Year 3 children, My sister
  - Genre/mood: comedy, horror, adventure story
  - Setting: classroom, beach, funfair
- See model text document for alternative setting descriptions to support your model and pupils' own ideas
- Once you have modelled this, ask pupils to write their own ideas down.

Plan: *Toolkits*

- Ask pupils to use their books and your working wall to remind you which skills/features/types of words you need to include in a successful, engaging story opening.
- Ask questions to prompt, such as, ***how will I help them experience the atmosphere? How will they know what is in the setting? How will they know where things are?***
- List all techniques we have practised so far (powerful verbs, adverbs, prepositions, expanded noun phrases)

Plan: *Word Banks*

- Now explain that we can also put all of the words we have learnt in one place – a word bank – to help us when we plan and write.
- Provide images from previous lessons, or new settings, to support language development (see model text document for ideas)
- Ask pupils to contribute words for each column, giving thinking time or whiteboard time.
- (colour-code word bank if helpful to do so)
- Display this word bank and toolkit during the planning task

Model: *Plan sentences*

- What will each sentence describe? Choose a noun (write, draw or stick).
- Use the word bank & toolkit to list other words you will use to describe what it is like, where it is, what it's doing (+how it's doing it), keeping the intended mood in mind.
- Refer to your toolkit and word bank to support you, in the way you want pupils to do in their independent task

Adaptation ideas: Change format to have fewer sentences expected or provide word bank with just one or two word types, such as adjectives & nouns.

- See further adaptation ideas on the additional resource (planning format)

Independent task: *Plan sentences*

- What will it be about? Which words could you use?
- Display toolkit and word bank to support pupils
- Provide images from previous lessons, or new images to support ideas
- See additional resource for adaptation ideas
- See model text document for a range of setting descriptions to support your model and pupils' own ideas

Talk task: *Rehearse*

- Now that we have planned and organised our ideas, let's start to put our words into sentences.
- I'll model my first sentence, then we'll do one together, then it's your turn to practise in pairs – tomorrow we will start writing!
- Experiment putting the words together to form sentences in different orders – like the 2 examples given.
- Think aloud, e.g. *In this sentence I'm going to start with the preposition…*
- After modelling, ask the pupils to practise saying their sentences aloud and experimenting with the order of the words.

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Learning review: ***Exit ticket***

True or false?

1. Writing a plan helps to organise our ideas before we start writing. ***(True)***
2. It is not helpful to decide the mood of the story before we start writing it. ***(False)***
3. A toolkit is a collection of useful words we could use in our writing. ***(False)***
4. Rehearsing sentences out loud helps us to develop our ideas before we write them down. ***(True)***

Lesson 9 Write

Lesson Outcome: *In this lesson we are drafting our setting descriptions*

Resources:
Y3 BFG W U1 L9 Additional Resource (other setting descriptions/models of what good ones look like!)

Key Knowledge

- The purpose of this **setting description** is to **engage** the reader.
- Setting descriptions usually use the 5 senses to help the reader **visualise** every part of the setting.
- Setting descriptions usually include expanded noun phrases, powerful verbs, prepositions and adverbs.
- A **first draft** is the first attempt at writing, using our plan
- Writing is most successful when we orally rehearse sentences before writing them down.

Key Vocabulary

- **setting description**: writing that allows the reader to imagine where the story is taking place as they read.
- **engage**: to interest someone in what they are reading and keep them thinking about it
- **story opening**: starts the story, usually introducing the setting, characters and mood of the story
- **visualise**: to use your imagination to form a picture of something or someone in your mind
- **first draft**: the first attempt (try) at writing something

Do Now: ***Sort the words***

Adapt this Do Now to suit the needs of your class.

- Pupils to sort physically or by writing onto a table
- **Challenge:** add some more of your own

Adaptation ideas:

- Reduce the number of words to sort
- Simplify the decoding level of the words
- Give words that are not from the model text for pupils able to decode and decipher the meaning independently

Introduce: ***Recap – story openings need to be engaging***

- Remember… **fiction** is made up. Authors use their **imagination** to create a whole new world for the reader.
- Stories usually have 5 parts. The **story opening** has the important job of starting the story. It has to **engage** the reader to make them want to keep reading!
- Refer to the opening of **The BFG by Roald Dahl** – the opening sets the scene and engages us into the story by…
- **Assess:** You could choose to cover some key words and assess how much pupils have remembered

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Recap: ***Readers visualise the setting***

- The **setting description** needs to help the reader **imagine** the **fictional** place. A really good setting description makes the reader feel like they are really there in the setting.

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Talk Task: ***Match features to their purpose***
Answers on next slide

- Remember, we created a toolkit yesterday of features we will need in our setting descriptions – but do you remember why we need these features?
- What is the purpose of each feature? What is its special job? What effect is it having on the reader?
- Display features and purposes (adapt slide & additional resources as needed to match the toolkit you created yesterday)
- Pupils to match each feature to its purpose in pairs
- **Adapt** by: colour-coding; reducing the number to match; giving examples to match to instead of a written purpose
- **Challenge:** Write examples of each

Model: ***How will your opening begin?***

- Before pupils start writing their openings, they need to consider what to include in this section, by answering the questions listed on the slide.
- Give pupils time to discuss the answers to these questions, either as a class, or in pairs, before inviting them to jot down their initial ideas.

Model: ***Using the features to have an intended impact***
Use: Y3 BFG W U1 L9 Additional Resource (other setting descriptions/models of what good ones look like!)

- Tell pupils that when we write, we Remind pupils that yesterday we planned our story opening setting descriptions
- Today we are going to write the first draft – the first draft is the first time you try to write something – *afterwards, we always go back and change things to make it even better. The first draft is a way to get all of our ideas onto paper before we think about making our writing perfect – it's like a 'practice'.*
- So before we start writing, lets remind ourselves what a good one looks like
- Read model text(s) using Y3 BFG W U1 L9 Additional Resource to show variety of moods and details in each setting description.
- As you read, encourage (& model) pupils to jot down any ideas they like onto their plans from yesterday or directly into their books for today's lesson
- A key point to illustrate: even though we have planned lots of word to use in our sentences, we don't need to follow our plan exactly. Each sentence can follow a different structure – some might use prepositions, some might not; some might use adverbs, some might not etc. We can be as creative as we like now that we have learnt and practise each feature – we can decide how to use them to have the impact we want to have on the audience/readers.

Model: Writing first draft

- **I do:** Display your plan & model 3 steps, narrating your choices as you go:
- **1. Orally rehearse sentence**, using the words from your plan. *Try out a few different sentences. Repeat your chosen sentence, explaining the choices you have made, for example: I prefer the verb bobbing to floating because bobbing sounds playful and dynamic which fits with the mood I'm trying to create.*
- **2. Write sentence** carefully, one word at a time.
- **3. Read sentence back** to check for any missing words or errors. *Decide whether you're happy with it or whether it needs tweaking. Reinforce the idea that* ***this is a first draft*** *– anything I'm not sure about, I can come back to when we edit and review tomorrow and the next day. This is my first practice.*
- **We do:** Pupils to help you rehearse, write and check your next sentence. Read back both sentences together – do they flow well? Is there anything to change now or will you come back to this in your editing lesson?
- **Adapt Mastery Check** where needed to suit your pupils.

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Independent Task: *Draft opening*

- **You do:** Pupils to use their plans, and other supporting materials to **write their first draft**.
- Build in mini-checkpoints for pupils to read their writing aloud or share with a partner/the class
- **Adapt Mastery Check** where needed to suit your pupils.

Learning review: Exit ticket

Multiple Choice Qs:

1. Story openings often include a setting description to:
    a. **engage the reader**
    b. introduce the characters
    c. make the reader laugh
2. If the reader can 'visualise' the setting, they can...
    a. recognise the setting from another story
    b. **picture the setting in their mind**
    c. ask questions about the setting
3. The first time we attempt to turn our plan into a setting description, it is called a:
    a. **first draft**
    b. first setting
    c. first plan

Lesson 10: Review and revise

Lesson Outcome: *In this lesson we are reviewing and revising our setting descriptions.*

Key Knowledge

- Writers review and **revise** their writing to **improve** it.
- The reader uses our chosen words to **visualise** the setting.
- Revising our word choices can improve the **impact** on the audience.
- Peer feedback can help us to review the impact of our writing and decide how to revise it.

Key Vocabulary

- **visualise:** to use your imagination to form a picture of something or someone in your mind.
- **revise**: making changes to your writing to improve it.
- **improve**: to make something even better.
- **impact**: the effect your writing has on the reader, such as how it makes them feel or what it makes them think about.

Do Now*: Match the feature to its purpose*

Adapt this Do Now to suit the needs of your class.

- Recap yesterday's learning by asking pupils to match verbally
- Draw lines to show answers

Challenge: add examples of each feature

Introduce*: Authors review and revise their writing*

- Teach: we wrote our first draft yesterday. What happens next? The books we read in school, the articles we read online, the instructions we read for our games are not first drafts. The author always reviews them to check:
    - whether they met their purpose
    - where the writing had the impact they wanted it to
    - whether they made any errors – missing words, spelling, punctuation, grammar etc

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- Today, we're going to review and revise our writing to see whether it achieved what we wanted it to and revise it (make any changes to improve it), before we move onto the final stage before publishing
- Play animation to show the final two stages: edit errors, publish for the audience to read.

Subject knowledge note: *in reality, most authors move between each of these stages multiple times during the writing process, but it is important to teach these separately & explicitly at this stage so that pupils can move more seamlessly between these phases later on in their writing journey.*

Model: *Let's practise*

1. Read it:
- Read a setting description and ask pupils to imagine the setting in their minds.

2. Review it.
- Evaluate: Ask **–** was it engaging? Does it make you want to read on? Why? Why not?
- What kind of mood/genre did you feel as you listened? Could you visualise the setting fully? Could you feel the atmosphere?

3. Revise it:
- Circle the weakest words (e.g. dark is repeated twice). Model changing these to something more powerful, e.g. sinister, imposing, haunted etc.
- Remove any unnecessary words, (e.g. round – we know the moon is round).
- Add in extra detail, such as the mysterious mist hid many secrets, the leafless branches stretched their bony fingers into the midnight sky, creaking in the wind, etc.

Talk Task 1*: Let's practise*

- Ask pupils to work in pairs to repeat what you have just modelled in the previous activity.

Example points to discuss:
- The parts described are described well, but some parts are missed out. The most important parts are the time of day and the large mountains in the background.

Talk Task 2*: Give and receive peer feedback*

- Pupils to follow the same process as the teacher's model:

1. Read aloud to a partner
2. Review the impact using the prompts provided
3. Revise based on partner's feedback

- Swap and **repeat**.
- **Decide** how you want pupils to carry out & record this task. *For example, they could put their books open on top of each other and place the pile between* review & revise *the partners to that they can both read the same piece at the same time. They could have a checklist or format to fill out similar to Talk Task 1. They could have editing pens to highlight & revise, and space to write new sentences in their book.*

Adaptation ideas: Narrow/extend the focus of this peer feedback task. For example, give a checklist of features to look for or questions to respond to.

Model*: Making final revisions based on feedback*

- Model asking yourself the following**,** and making some more revisions to improve your description:
- Can I improve my writing even more?
- Is there anything from the toolkit or word bank I want to use?
- Am I happy with the effect?

Independent Task: Final revisions

- Pupils to consider independently whether they want to make any other revisions to their description.
- If some pupils want to rewrite their description including the edits they made with their partner, they could write a second draft at this stage.

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Learning review: Exit Ticket
True or false?

1. Writers review and revise their first draft to make it even worse. ***(False)***
2. Our words help the reader to imagine the setting. ***(True)***
3. We can ask others (peers) to help us review the impact of our writing. ***(True)***
4. Revising our word choices does not change the impact on the reader. ***(False)***

Lesson 11: Edit for accuracy

Lesson Outcome: *In this lesson we are **editing** our writing for accuracy*

Key Knowledge

- Writing needs to be **accurate** for the audience to understand it.
- Reading writing aloud makes it easier to spot and correct any **errors.**
- Every sentence needs to start with a **capital letter** and end with a **full stop** *(or exclamation/ question mark).*
- There should be no missing words.

Key Vocabulary

- **accurate**: correct, without any mistakes
- **capital letter:** a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names
- **full stop**: the symbol used at the end of a sentence
- **error**: a mistake (something that is wrong)
- **edit:** to make changes to something, like deciding what to remove or add, before it is shown or published

Do Now: *Revise*
Adapt this Do Now to suit the needs of your class.

- Ask pupils to see if they can use the same process as last lesson to review and revise this description

Introduce: *Remind pupils of the writing process*

- Remind pupils (or ask them to remind you) where we are up to in the writing process
- Play animation to tick 'revise to improve' and circle 'edit to correct errors' (tomorrow's focus)

Introduce*: Writing needs to be accurate*

- We want a real audience to read our story openings. Who is the intended audience of yours?
- Yesterday we revised out writing to have a greater impact on the reader. Today, the only thing left to do is make sure the audience can actually read and understand our writing!
- There are **3 things** in particular we need to focus on today:
    - What would happen if you gave them your story opening…. and it had **no full stops**?
    - … or no **capital letters**?
    - … or **missing words**?

Model: *Reading aloud to spot & correct errors*

Animated slide

- Complete an 'I do' and 'we do' model with one example (adapt this to a real one demonstrating common errors your pupils made if you like)
- Edits to make (not animated to allow teacher to edit 'live'):
    1. Missing word 'boats'
    2. Full stop between 'water' and 'In'

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3. Capital letter for ‘On the shore’

Talk Task: ***Spot and correct errors in someone else’s writing***

- Provide pupils with another example (either the one on this slide or a simplified/extended example of your choosing, depending on your pupils’ reading abilities & writing targets)
- Pupils to work in pairs to spot errors and correct them.

Model: ***Find and correct your own errors***

- Model reading your writing out loud to a partner, pausing when you or your partner spot an error**.**
- Correct the error, then re-read the sentence and continue until you need to pause for an error again.
- Read the whole opening out from start to finish to give your writing one more check.

Independent task: ***Find and correct your own errors***

- Model reading your writing out loud to a partner, pausing when you or your partner spot an error**.**
- Correct the error, then re-read the sentence and continue until you need to pause for an error again.
- Read the whole opening out from start to finish to give your writing one more check.
- Swap with your partner.

Adaptation ideas: reduce/extend the Mastery Checklist depending on pupils’ writing targets

Learning review*: Exit ticket*

True or false?

1. Writers review and revise their first draft to make it even worse. ***(False)***
2. Our words help the reader to imagine the setting. ***(True)***
3. We can ask others (peers) to help us review the impact of our writing. ***(True)***
4. Revising our word choices does not change the impact on the reader. ***(False)***

Lesson 12: Publish

Lesson Outcome: *In this lesson we are publishing our setting descriptions.*

Lesson Resources: There is an optional post-unit quiz for pupils to complete at the end of this unit.

Key Knowledge

- Our writing needs to be **clear** so that others can read it.
- Reading each word carefully helps us to **publish** accurately.
- The lines on our paper are a guide for our **handwriting.**
- **Letters** need to be of a similar size to make our writing easy to read.
- **Finger spaces** separate words so that they can be read accurately.

Key Vocabulary

- **clear**: easy to read and understand
- **handwriting**: the way someone forms letters
- **publish**: to make something available for others to read or see
- **letters**: the symbols in the alphabet, which we use to write
- **finger spaces**: the space we leave between two words so that each of them can be read clearly

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Do Now: *Error Hunt*
Adapt this Do Now to suit the needs of your class.

- See if pupils can spot all 5 errors (missing capital letters and full stops)

Introduce: *Remind – writing process*

- Remind pupils that this is the final stage
- Ask: has your story opening improved since the first time you planned it?
- Now it's time to publish. Let's find out what this means… and how to do it well.

Introduce: *Publishing*

The publishing outcome:

- It is important to present work neatly so that it is visually appealing to the reader.
- The layout needs careful consideration to allow space for each section.
- Drawings are often found in a diary entry.
- Consider how this might look using the diagram on the slide.
- Pupils to discuss ideas for layout and content with partners.

Independent Task*: Publish*

- Our writing needs to be clear so that others can read it
- We've made lots of edits that now make our drafts difficult to read, so we need to publish the final draft clearly and neatly ready for other people to read and enjoy.
- The four most important things to remember when publishing are:
- Read and copy one word at a time *to make sure we don't miss any words*
- Write on the handwriting lines – *words in a straight line help our reader to read smoothly and think about what it means, rather than get stuck trying to read the words themselves*
- Make letters the right size and shape – *similar size letters make our words easier to read*
- Use finger spaces to separate words – *this makes our writing easier to understand*

Adaptation ideas: adapt checklist to be visual

Model*: Clear handwriting*

- Explain that we will practise our handwriting with a sentence that isn't our own before we start publishing
- Say and display typed sentence of your choice, such as the one on this slide: ***The boats sat on the water.*** (adapt to include any key letters or joins you want to practise with your class)
- Repeat and ask pupils to repeat using MTYT.
- Model practising neat handwriting, focusing on the size and position of letters in relation to the lines in our books. Practise using appropriately-sized finger spaces to separate words
- Narrate choices, such as:
- *The – I'm going to use the top and bottom handwriting lines to write a capital **T** of the right size. Now I can use this letter to help me make the **h** and **e** the right size.*
- *Now I'll use my finger to leave a space that is not too big, and not too small.*

Adaptation ideas: adapt checklist to be visual

Practice: *Clear handwriting*

- Display 1-3 sentences for pupils to write using their neatest handwriting.
- Give feedback on letter size, shape, use of handwriting lines and finger spaces.

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Independent task: *Publish writing*

- Pupils to publish their story openings using teacher's model and Mastery Checklist

Develop: Proofread

- Support pupils to do one final proof-read before discussing how and when to share with the intended audiences.

Learning Review*: Exit Ticket*

Multiple Choice Qs:

1. Story openings often include a setting description to:
    a) **engage the reader**
    b) introduce the characters
    c) make the reader laugh
2. If the reader can 'visualise' the setting, they can...
    a) recognise the setting from another story
    b) **picture the setting in their mind**
    c) ask questions about the setting
3. The first time we attempt to turn our plan into a setting description, it is called a:
    a) **first draft**
    b) first setting
    c) first plan

OPTIONAL POST-UNIT QUIZ.

- **Complete this with your pupils at a time that is convenient, to see which knowledge has been retained from this unit.**

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