


Subject:	Literacy Creative writing		
Class: T2	Teacher: Katie Nelson	Term: Autumn 1	
Key Vocabulary: Blurb, ISBN number, paragraphs, chapters, fiction,	Alternative Learning Environments	Resources: Power points, worksheets, The lion witch and the wardrobe (book and film)	

Unit Aim: The aim of this unit is for pupils to be able to read a text and have a good comprehension of it. They will begin to make inferences and use S.P.E.E.D to evidence their points. Pupils will be able to pull evidence from texts and build up to using what they have read and learnt to create their own short portal story with a beginning, problem, resolution and ending. Figurative language and adjectives, verbs, nouns and pronouns will be used within their own writing. Punctuation and spelling will be an ongoing target throughout this term.

Prior Learning: Pupils have covered story writing and will have a basic knowledge of the structure of a story, character and setting descriptions. They will have knowledge of basic punctuation, connectives and conjunctions, expanding sentences and paragraphs.

Future Learning: Pupils will continue to develop their vocabulary and stamina for writing in preparation for future learning. Pupils will look deeper into inference and also begin to practice drawing evidence from text in the form of quotations and using the more formal S.P.E.E.D technique within their writing.

Unit Expectations:

All: All pupils will be able to draw inference from the text. All pupils will be able to use adjectives to describe characters and settings. All pupils will be able to create their own portal story.

Some: Some pupils will be able to use text to evidence their point. Some pupils will be able to use multiple adjectives to give power to their descriptions. Some pupils will be able to write their short story in paragraphs.

A Few: A few pupils will be able to find evidence in the form of quotations. A few pupils will be able to independently create their own short portal story using a range of sentences, descriptive language and have a clear sequence of events.

Links with other subjects:

ICT: Use of computer skills for typing.

Art: Drawing images using colour.

History: Looking at WW2 and how people felt.

Social Skills: Working in teams and group discussions

Pupil Asset Milestones to be achieved:

Subject English Reading

Stage ... 3

Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.

Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

(Beginning to) discuss words and phrases that capture the readers interest and imagination.

Stage ... 4

Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.

Independently identifies themes and conventions in a wide range of books.

Uses dictionaries to check the meaning of words that they have read.

Week	Session 1	Session 2	Session 3	Session 4	Session 5 (SPAG)
1	<p>Lesson Objective</p> <p>I can look at a book cover and discuss the features and how this makes the reader feel</p>	<p>Lesson Objective</p> <p>I can discuss how the introduction to the story entices people to continue reading</p>	<p>Lesson Objective</p> <p>I can describe characters</p> <p>Activities</p>	<p>Lesson Objective</p> <p>I can identify nouns, adjectives and verbs in a text</p> <p>Activities</p>	<p>Lesson Objective</p> <p>I can identify adjectives, nouns and verbs</p>

	<p>Activities Look at the cover for the lion witch and the wardrobe. Discuss the blurb, title, author, illustrator and how it is presented. Make a mind map around the image. Listen to chapter 1</p>	<p>Activities Read through the introduction we listened to yesterday as a group. Choose parts of the extract that are the most powerful. Look at what language was used and discuss.</p>	<p>Draw around one member of the class, all write descriptions on post it notes and put on wall. Pick one character from the story to describe them.</p>	<p>Read Pie corbetts Elf road https://www.teachwire.net/news/elf-road-use-pie-corbetts-portal-story-and-activities-to-develop-grammar-wr and then answer the questions about the text</p>	<p>Activities Re read the Elf road and underline adjectives, verbs and nouns in different colours. Write your own descriptive sentences.</p>
2	<p>Lesson Objective I can describe an image using a range of language Activities Look at the image of the fantasy land and make notes describing it. Put these notes into a descriptive paragraph or sentences.</p>	<p>Lesson Objective I can write a diary entry Activities In role as Billy, children can then write a diary entry about what happened</p>	<p>Lesson Objective I can write simple poetry Activities Read the poetry example below, then use shared writing to create interesting sentences of three, using commas and alliterative adjectives:</p> <ul style="list-style-type: none"> <i>I opened the magical door and saw a diabolical</i> 	<p>Lesson Objective I can identify underpinning themes Activities To complete the story planner and identify underlying themes in the story. Independently change their themes to their own ideas https://www.teachwire.net/news/elf-road-use-pie-corbetts-portal-story-and-activities-to-develop-grammar-wr</p>	<p>Lesson Objective I can make a writing toolkit Activities</p>

			<p><i>dragon, an elegant elf and a greedy goblin.</i></p> <ul style="list-style-type: none">• <i>I opened the magical door and saw a silent snake, a gorgeous goat and an elegant elephant.</i>• <i>I opened the magical door and saw a charming cherub, a sunlit saucer and a fragile photo.</i>• <i>I opened the magical door and saw a silky sunset, serious stars and mournful moons.</i>		
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			<ul style="list-style-type: none"> <i>I opened the magical door and saw meagre mountains, ravenous rivers and ferocious forests.</i> 		
3	<p>Lesson Objective I can make inferences from the text</p> <p>Activities What do you know about WW2? Make a mind map of what life was like. Listen to story and summarise what happened.</p>	<p>Lesson Objective I can justify my opinion with evidence from text</p> <p>Activities What child would fit what description of Pensive children? (powerpoint). Who is your favourite character so far and why? Make a prediction for what might happen to them</p>	<p>Lesson Objective I can use a description to create an image</p> <p>Activities Read Mr Tumnus extract. Can you now draw a picture of what you feel Mr Tumnus looks like and label it.</p>	<p>Lesson Objective I can compare two pieces of text</p> <p>Activities Look at how the ice queen was described at the end of chapter 3 and beginning of 4 by C.S Lewis and Lucy. How does it differ? How does this confuse the reader?</p>	<p>Lesson Objective I can understand the writer's use of language.</p> <p>Activities If you could take 10 things with you to Narnia what would you take and why?</p>
4	<p>Lesson Objective I can retrieve information from text</p> <p>Activities Answer true or false questions on powerpoint about the book so far. Make 3 predictions about what might happen next,</p>	<p>Lesson Objective I can infer information from text</p> <p>Activities I can write the differences between Narnia at the beginning of the story and Narnia now.</p>	<p>Lesson Objective I can infer information from text</p> <p>Activities Complete the white witch sheet and discuss verbally how each word is important to</p>	<p>Lesson Objective I can write a book review</p> <p>Activities Consider the book as a whole and write a clear book review for other pupils.</p>	<p>Lesson Objective I can watch a film and answer questions</p> <p>Activities Watch the film of the Lion the witch and the wardrobe and answer</p>

	justifying with reasons from the text		describe her character		questions given throughout.
5	<p>Lesson Objective</p> <p>I can make notes for my story</p> <p>Activities</p> <p>Begin to consider our own portal story. Think about characters and setting description. The story mountain to make notes on</p>	<p>Lesson Objective</p> <p>I can create a spine poem to describe characters</p> <p>Activities</p> <p>To choose a character from yesterday's plan and create a spine poem with adjectives etc ready for tomorrows story board</p>	<p>Lesson Objective</p> <p>I can create a story board</p> <p>Activities</p> <p>Create a story board / comic strip of how your portal story will happen using images and labels.</p>	<p>Lesson Objective</p> <p>I can write my story neatly and proof read</p> <p>Activities</p> <p>To write up their story from story board onto a laptop or by hand neatly, proof read and illustrate if time allows.</p>	<p>Lesson Objective</p> <p>I can share my story with the class and give constructive feedback</p> <p>Activities</p> <p>Share stories out loud and have feedback forms in front. Share feedback at the end of the activity</p>
6	<p>Lesson Objective</p> <p>I can develop my instructional writing skills and sequence events</p> <p>Activities</p> <p>To discuss what sequencing is. What would happen if we sequenced in the wrong order? Pupils to complete cut and stick sequence activity.</p>	<p>Lesson Objective</p> <p>I can read instructions</p> <p>Activities</p> <p>Look at a variety of instruction formats. Discuss similarities and differences. Follow instructions to make their own pizza (cook and eat)</p>	<p>Lesson Objective</p> <p>I can identify and explain imperative verbs</p> <p>Activities</p> <p>To go through the power point and find the imperative words on their desk. Underline the imperative verbs in the sentences, complete the verb maze and the word search if completed.</p>	<p>Lesson Objective</p> <p>I can use time conjunctions</p> <p>Activities</p> <p>Complete the power point as a class and then use the correct time conjunctions in the correct sentences. Next, in pairs, pupils are to give each other 2 step instructions to follow using time conjunctions....for example firstly, put the ruler in the blue pot, next put the pencil next to your book.</p>	<p>Lesson Objective</p> <p>I can write my own instructions</p> <p>Activities</p> <p>Go through power point together and pupils to write their own instructions for an area of their choice (something they are confident in doing ie getting</p>

					dressed, making tea etc.
7	<p>Lesson Objective I can identify homophones and use the correctly</p> <p>Activities Halloween homophones. Pupils to identify different homophones and use them in sentences correctly. Homophone game on the IWB as a class.</p>	<p>Lesson Objective I can write a Halloween story</p> <p>Activities Get the children to write a Halloween based story. Get them to think of a spooky setting and <u>use a checklist</u> to make sure they have all of the key points in a setting. In a Halloween story the characters are key so get the children to think about what characters you might have In a Halloween story and discuss their personalities. Get them to <u>create their own character</u> with one of these <u>writing frames</u>.</p>	<p>Lesson Objective I can participate in Halloween team games</p> <p>Activities To participate in both individual and group games that are halloween themed</p>	<p>Lesson Objective I can write my own poem</p> <p>Activities Look at the witches and the spells In Macbeth as a starting point and get the children to think about writing their own magic spells.</p>	<p>Lesson Objective I can identify the features of a brochure</p> <p>Activities To look at different brochures and their features then create a brochure for a haunted house.</p>