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| Harris Burdick. Captain Tory Planning Year 3  A Creative writing day | | |
| Links to the national curriculum  Plan their writing by:  discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas  Draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  assessing the effectiveness of their own and others’ writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  using the present perfect form of verbs in contrast to the past tense  choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  using conjunctions, adverbs and prepositions to express time and cause  using fronted adverbials  using commas after fronted adverbials  indicating possession by using the possessive apostrophe with plural nouns  using and punctuating direct speech | | |
| Wow! Focus of the day is a whole school day and all classes are involved *(Resources in italics)*  **Show the video** <https://www.youtube.com/watch?v=aluM0wxB0YI>  Start it at 0.35  Show the book and explain that every class will be writing a story about a different page of the *book* | | |
| Discuss the picture of captain Tory. Show still of Video on board  What does it make us think of? Where is the boat coming from or to? Do we use the caption at the beginning of the story, in the middle or at the end? What kinds of tales might the boat have to tell? Who are the people signalling to? Are they feeling hopeful, joyful or sorrowful?  **Whisper circle**  Children to whisper all their ideas out loud at the same time to everyone else in the circle  **Task - Get first ideas and create an ideas board**.  Children to work in groups on the tables with *large sheets of paper* and pens and record their ideas | | |
| Describing the setting  What kind of story is it?  **Play 3 types of music** (videos, don’t show pictures)  <https://www.youtube.com/watch?v=vp7s8kz3qLM>  <https://www.youtube.com/watch?v=aluM0wxB0YI>  <https://www.youtube.com/watch?v=mrCTSNPVhXI>  Which music best describes the way the story will develop?  **Describe the setting based on that type of music.** Is it haunting and eerie, more upbeat because they are going on an adventure? Sorrowful because of loss or departure? Hopeful because someone has at last returned home?  Use interesting verbs, adverbs, similes, metaphors, senses and write across the bottom of your *copy of your* *picture* words to describe the setting.  Collate words as they are working and add them to a *large paper settings board* | | |
| **Who are the characters?** Use the visualizer to show the figures  Using the *character mat adjectives* use a highlighter and highlight all the descriptions that might match. Use a *different coloured highlighter* for each character.  What about the missing characters? Who is not in the picture that could be? Add these words to the bottom of your mat or underline descriptions of them on the mat.  **Hot seat one of the characters.** How might they be feeling? Where have they been? Have they a story to tell? What has been their problem? What has been their adventure? Ask the children to discuss it first and then hot seat different characters. | | |
| **Use kung foo punctuation to recap inverted commas.**  Write up sentences the characters might say on the board as they are being hot seated and them use the actions to remember rules of speech | | |
| **Creating a problem** children to sit in their seats and stand as they want to add to the story.  Play I went to the park and saw…..(Pie Corbett) a bench…. A box….. what was in the box?  Extend this to I went on a ship to sea…..  **Brainshower different problems** that might have been encountered. Write them on *post it notes* and add them to a *problems board*. In different coloured post it notes children to give possible solutions to the problems. | | |
| **Children to complete a story storm (mountain)** resource attached | | |
| **Concentric circles fronted adverbials opening sentences**  Children in the inner circle to have *cards with fronted adverbials on*, move the circles around so inner circle children say the fronted adverbial and the outer circle give possible extended sentences. Do this several times so children get a range of answers.  Change the circles around and repeat | | |
| **Children to complete a story board from the storm (mountain)** *resource attached*  Listen to some of the music again as they work  Use one of the fronted adverbials to create an opening sentence for the first paragraph. Complete the board with key words for the characters, build up, problem, solution and ending. | | |
| **Children to work in groups of three or four and act out each other’s stories**  Children to tell each other their stories and ask for a critique. Then they act them out each taking on each other’s story and characters. Finish by adding any key words to the story board | | |
| **LO To write an opening paragraph**  **Model the opening paragraph.** | Write the opening paragraph using the caption from the picture, fronted adverbial or from their own imagination.  Include the setting or characters. As soon as they think they have completed their first paragraph stop. (Early finishers can draw a picture of any characters they have included into their story) | LA/SEN  *Word mats*, story boards and TA to support  MA independent. Story boards. Support given for the appropriate place to end their paragraph  HA Independent. Story boards. Children to discuss in pairs where they think their paragraph should end and then check it with teacher |
| **Recap of powerpoint on paragraphs and their uses** | Discuss with children where paragraphs should end | |
| **Character thought tunnel** | Develop the characters by some children going through a thought tunnel of descriptions of the characters | All children to use all the materials available to then to edit, review and improve their work. Show examples on the visualizer. TA and teacher to support as necessary. |
| **Concentric circles** | Children to say what their  Story is and how it develops. Children on the inner circle give them any hints for continued writing | |
| **LO write the narrative of Captain Tory to include detailing of the plot and exciting description** | Children to write the rest of their story including the problem, solution and ending | All children to work as independently as possible. Support offered as needed as shown through the tasks already completed. |
| **LO Review and edit** | Review and edit all their work.  Show examples on the visualizer | LA Children to work with teacher  MA to work with TA  Ind to work in pairs |
| **Children act out some of the stories** |  | |
| **Following day** | Write up the story in neat in Extended writing books | |
| **Children act as reviewers** | Children to review each other’s work and video them reading out the review for the school web page | |

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| The opening | The build up | The problem |
|  |  |  |
| The solution | The ending | The characters |



The characters

The ending

The solution

The problem

The build up

The opening