

English Week 5 – Story Writing

DAY	LESSON	OUTCOME
Monday	<p>LO: I can create an engaging central character</p> <p>Warm up: Revisit the key grammar focus areas from last week.</p> <p>Great (thumbs up) and Greater Depth (submarine) questions are provided at each stage for the children to revise and practise their knowledge.</p> <p>Children should then use one of the images as inspiration for this week's story.</p> <p>Task : Using the character sheet provided, the children should create their own central character using a picture and text. A model is provided.</p> <p>To finish : The children should talk through their character with someone else in their home, answering any questions to build depth in their understanding of the character they have created.</p>	<p>To create an interesting character for a story through art and text.</p>
Tuesday	<p>LO: I can create an appropriate story for my character.</p> <p>Warm ups:</p> <ol style="list-style-type: none"> 1) Convert the active sentence into the passive. 2) One minute to tell someone else in your house everything you can remember about your character from yesterday. <p>Task : Plan a story which is appropriate for the central character. Your child can use a story map, boxing up diagram or any other format they wish.</p> <p>Great (thumbs up), Greater Depth (submarine) and Next Level (space rocket) targets are provided.</p> <p>To finish : Children should read their story outline to someone else in their home. They should ask for feedback and act on it.</p>	<p>To create the outline of a story from beginning to end.</p>
Wednesday	<p>LO: I can use my opening paragraph to set the scene for a story.</p> <p>Warm up: The children should think about and then be able to answer three questions on their opening paragraph :</p> <ol style="list-style-type: none"> 1) Where are we? 	<p>To complete a high quality opening paragraph.</p>

	<p>2) What characters are there? 3) What is happening?</p> <p>Children should then read two different versions of an opening paragraph. Which one is better? Why?</p> <p>The slides then encourage the children to balance action with description. Too much action too soon results in superficial writing where it is hard to care about the characters.</p> <p>Task : Write the first paragraph only.</p> <p>Great (thumbs up), Greater Depth (submarine) and Next Level (space rocket) targets are provided.</p> <p>To finish : Children should read their paragraph to someone else in their home. They should ask for feedback and act on it.</p>	
Thursday	<p>LO: I can balance action and description in my writing.</p> <p>Warm up: The children should re-read their first paragraph from yesterday (edit and improve as necessary).</p> <p>If the children need further direction, they should read the model piece 'The Traveller' which balances action with description.</p> <p>Task : Carry on writing from yesterday's opening paragraph.</p> <p>Great (thumbs up), Greater Depth (submarine) and Next Level (space rocket) targets are provided.</p> <p>To finish : Children should read their paragraph to someone else in their home. They should ask for feedback and act on it.</p>	To continue writing a high quality story.
Friday	<p>LO: I can finish, edit and improve my work.</p> <p>Warm up: The children should re-read their work from yesterday and edit / improve as necessary.</p> <p>Task : Children to finish their writing today. Edit and improve as necessary.</p> <p>Great (thumbs up), Greater Depth (submarine) and Next Level (space rocket) targets are provided.</p>	To finish and edit / improve a high quality story.

	To finish : Children should read their work to someone else in their home. They should ask for feedback and act on it before submitting.	
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