|  |  |
| --- | --- |
| Metacognitive strategies The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)Image result for reading cartoon  |
| Main learning objective: To use a range of narrative devices to write an exciting story.Desired outcome: To write a draft of an exciting narrative, using a picture as a prompt.Assessment activity to by submitted **by 25th June, 2021**. |
|  | Lesson One: Starter: play a game of countdown.Intro: ask children to identify what makes a good story (e.g. show don’t tell, conveying a sense of place through using the five senses for description, good characterisation, an unusual start such as a flash forward, an ending with a twist). Children then think of as many synonyms as they can for the word ‘mysterious’.Main: reveal the Harris Burdick image and ask children to using the planning grid to write five descriptive sentences about the image, using adjectives, nouns, verbs and adverbs. Then discuss the importance to effective story writing of including a sense of place – children need to write what they can see, smell, hear, taste and feel on their planning grids. Showcase some of the children’s work from their planning grids.Plenary: complete a show don’t tell activity. Model an example of how to show an object to the readers without telling them what it is. Then ask children to complete their own examples on whiteboards.Lesson Two: Starter: play a game of long word.Intro: give children two minutes to complete a character and plot activity, on their planning grids. Encourage them to answer the questions using a thought shower approach.Main: recap on the format of a story mountain (beginning, build up climax, resolution, ending with a twist) and encourage the children to think about how to start their stories, e.g. using a flash forward. Children then need to complete storyboards as a way of planning their stories:* Summarise their stories in eight sentences (two have been done for them).
* Turn their sentences into storyboards with drawings.
* Turn their storyboards into stories.

**CHILDREN SHOULD MAKE SURE TO COMPLETE THEIR SENTENCES BEFORE THEIRS DRAWINGS.**Plenary: reveal the heading for the story (‘The Schooner’) and the first line (‘*He swung his lantern three times and slowly the schooner appeared.’)*Lesson Three: Starter: play a game of countdown.Intro: ask them to write the first sentence in their books. Recap on the features discussed this week:* Plot – story mountain (beginning, build up, climax, resolution, ending with a twist)
* Characters
* Sense of place
* Show, don’t tell
* Start at the end (a flash forward)

Main: children use their planning to start writing their draft schooner stories. By then end of the lesson, they should have written at least the beginning and build up.Plenary: showcase some of the children’s work from the lesson.Lesson Four:Children complete the second part of their stories (climax, resolution, ending with a twist).  |
|  |
|  |
|  |
|  |