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| **Title of Scheme: Writing Fiction** | **WEEK 1** |
| **Key Learning:**Students define the conventions of adventure fiction, identifying features that make an adventure story imaginative, interesting and engaging for the reader. They explore how writers establish narrative viewpoint and voice, evaluating the effects of different choices. They experiment with techniques for themselves, using still images as stimulus for ideas and vocabulary.  |
| **LESSON 1** |
| **Learning Objectives:*** Know the main conventions of adventure fiction genre.
* Understand some of the ways that writers of fiction engage the interest of the reader.
 | **Learning Outcomes:*** Rank order story extracts and explain reasons.
* Produce book jacket blurb for invented adventure story based on image.
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| **Introduction:**Teacher: Outline the key learning in the scheme and the nature of students’ final writing task. Use *1.1* *Adventure Fiction Extracts* to introduce students to key criteria for evaluating writing: *interesting, imaginative, engaging.*Pairs/Groups: Read fiction extracts on *1.1.* Decide a rank order for them, using the key criteria.Whole class: Feedback choices and reasons. Encourage students to support their ideas with specific examples. |
| **Development:**Teacher: Explain focus on adventure genre and outline its key features, using *1.2* *Adventure Fiction* and students’ own reading experience.Pairs/Groups:Map the features of adventure fiction against the ‘blurb’ plot summaries on *1.2*. How well do they fit?Teacher:Suggest usefulness of images for prompting ideas about plot, setting and character.Show slide 1 from *Images* PowerPoint (figure skiing downhill). Whole Class:Share ideas for possible adventure fiction narratives suggested by the image and agree ‘best’ choice. Discuss possible titles for the story and agree ‘best’ choice.Pairs: In about 50 words, write the blurb for this new adventure story, following the models provided in *1.2.* Use *1.3* as a book jacket template, if wished. Students can add chosen title and use own names as authors. |
| **Conclusion:**Whole class:Share selection of students’ blurbs and decide: Do these stories fit the conventions of adventure fiction?Based on the blurb, which story sounds the most imaginative, interesting and engaging for the reader? |
| **Support:** * Rank orderfiction extracts as a whole class, using simplified criteria or key question.
* Label the skiing image with words and phrases that students can use in their blurb.
* Orally rehearse plot summaries before writing them, setting a time limit e.g. 10 seconds.
 | **Challenge:*** Using the examples on *1.2,* highlight language features in the blurbs e.g. importance of expanded noun phrases for summarising details.
* Encourage precision in choices of vocabulary, using expanded noun phrases and well-chosen verbs to engage the reader’s interest.
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| **LESSON 2** |
| **Learning Objectives:*** Understand what is meant by ‘narrative viewpoint’ and ‘narrative voice’.
* Know how writers can choose a particular viewpoint and voice for effect.
 | **Learning Outcomes:*** Complete oral and/or written activities as directed in *Narrative Choices* PowerPoint.
* Write an opening scene-setting paragraph from a particular viewpoint and evaluate effects.
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| **Introduction:**Pairs/Groups:Card sort, matching terms with definitions, using *1.4* *(Student).* You can use *1.4 (Teacher)* to check answers here, or leave this until the end of the lesson so that students can check initial choices in light of information presented in the *Narrative Choices* PowerPoint. Highlight that viewpoint or voice can be shaped by grammatical choices of person or tense, and by structural narrative techniques. |
| **Development:**Teacher/Whole class: Using *Narrative Choices* PowerPoint and *1.5 Narrative Choices Slide Notes*, explore some of the narrative techniques that writers can use. Teacher:Recap terms ‘narrative viewpoint’ and ‘narrative voice’ and explain that students will use an image to experiment with these in their own writing. Show Slide 2 from *Images* PowerPoint, Jean Guichard’s photograph of La Jument lighthouse in a storm.Individuals:Following the prompts on slide 2, write 2-3 sentences describing the sea and 2-3 sentences describing the lighthouse (the order does not matter).Whole class:Use the examples on Slide 3 to illustrate different viewpoints from which the scene can be described. Discuss similarities and differences between them. Does each person see the same things? Do their ‘voices’ sound different? Which viewpoint do we think is most effective for telling this story? Individuals:Following the prompts on Slide 4, write 2-3 sentences of their own, from their chosen viewpoint, adding this to their previous descriptions of the sea and lighthouse.Proofread the whole paragraph, checking for consistency of verb tense and voice.  |
| **Conclusion:**Whole class: Share writing with a partner. Redraft in light of feedback.If not already done, check answers to terms and definitions matching exercise, using *1.4 (Teacher).*  |
| **Support:** * Replace individual writing activity with teacher modelling and joint composition. You could extend one of the examples provided on slide 3.
* Focus on achieving consistency of voice and tense.
 | **Challenge:*** Encourage students to evaluate effects of different narrative choices, for example by focusing self and peer evaluation with prompts from *Writers as Designers* resource.
* Experiment with alternative vocabulary choices.
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| **LESSON 3** |
| **Learning Objectives:*** Know how writers create a distinctive viewpoint and voice and aim to do this in own writing.
 | **Learning Outcomes:*** In a group, write about an event from different viewpoints and evaluate effects.
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| **Introduction:**Whole class:Show slide 5 from *Images* PowerPoint, soldier in street. Share ideas about what might be happening. What clues are we using?Show Slide 6. How have our ideas changed now that we can see the whole picture?Teacher:Remind that good writers deliberately manipulate voice and viewpoint for impact on the reader. Explain that they will look at how one writer does this, before trying similar techniques in their own writing. |
| **Development:**Teacher/Whole class:Without revealing that the fiction extract is from *Jaws* by Peter Benchley, show slides 7, 8 and 9 from *Images* PowerPoint. Use the prompts on each slide to focus discussion on the writer’s word choices and their impact on the reader. Reinforce key terminology to help understanding of narrative technique. Show slide 10 and allocate writing tasks evenly round class. All will write in the third person. The aim is to continue the story from a different character’s viewpoint. They should think about what each sees and how each feels/thinks, choosing words carefully to show this. Stress they are writing the next paragraph only, not completing the whole story. Individuals:Timed writing, following prompts on slide 10. You could play the theme music from *Jaws* while students write.Groups of 3:Students form groups consisting of all three viewpoints and read narratives aloud in turn (the order does not matter).  |
| **Conclusion:**Whole class:Brief feedback from task: What was gained in telling the story from multiple viewpoints? Which viewpoint did they think was easiest/hardest to write?Which sounded the most effective or realistic and why?If appropriate, use *Narrative Choices* PowerPoint to recap key learning from this week’s lessons.  |
| **Support:** * Choose one of the viewpoints on slide 10 and model the writing task before students write from another viewpoint.
* Make the timed writing task a paired, collaborative activity.
 | **Challenge:*** Vary vocabulary and sentence structures to make each character’s voice distinctive.
* Encourage comments on effectiveness of word choices matched to writing intentions.
* Experiment by changing third person to first person. Which sounds best?
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