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| **Title of Scheme: Writing Fiction** | **WEEK 2** |
| **Key Learning:**Students explore different ways of sequencing a narrative before considering the impact of writers’ word choices. They learn how to build effective descriptive detail in fiction writing, with an emphasis on strong nouns and verbs. They practise building interesting detail in simple (one-clause) sentences, using still images as stimulus for ideas and vocabulary. |
| **LESSON 1** |
| **Learning Objectives:*** Understand how writers sequence a narrative for effect.
 | **Learning Outcomes:*** In a group, sequence extracts from *Jaws* in different ways. Compare with the original sequence and evaluate effects.
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| **Introduction:**Whole class:Recap key terminology from *1.4*, e.g. by playing taboo: a student (or the teacher) defines the feature without naming it; the class must provide the name. You can focus on terms relevant to narrative sequencing.Teacher:Remind of task in previous lesson, when students wrote about the same event from different viewpoints. Explain that good writers also deliberately choose the order in which events are told; in this lesson they will look at a longer episode from *Jaws* by Peter Benchley (a dual narrative between “the boy” and “the fish”) and experiment with effects of sequencing it in different ways.  |
| **Development:**Groups of 4:Using, *2.1 Sequencing a Narrative*, give one pair in the group the narrative focusing on the boy; give the other pair the narrative focusing on the fish. You can cut the marked sections into cards or students can number them in their chosen sequence.Students experiment with different ways of interleaving the marked sections e.g. alternating “boy” and “fish” sections; grouping sections together into a more sustained voice; starting at the end and telling the story in flashback. Students agree on a final version and read it aloud.Whole class:Read *2.2,* the extract from *Jaws,* highlighting the narrative switches between the boy and the fish. Discuss how the author uses the dual narrative to engage the reader’s interest and create tension.You might like to use *2.3 Narrative Structure Chart* at this point to support students’ understanding of how the whole extract is shaped. This chart is offered as a planning tool for students’ own narrative in Week 4. Compare the author’s decisions about sequencing with students’ own decisions and evaluate effects.  |
| **Conclusion:**Pairs/Groups:Referring to *1.4* and examples from previous lessons, provide advice for Year 7 writers on how to use narrative techniques to interest and engage the reader. This can be an oral summary or in the form of a ‘top tips’ poster. |
| **Support:** * Project the narratives on *2.1* side by side onto the whiteboard so you can model different ways of sequencing them (using cut and paste or interactive tools).
 | **Challenge:*** Extend analysis and evaluation of effects in the extract from *Jaws*, focusing on how the writer creates tension by varying the length and structure of paragraphs and sentences.
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| **LESSON 2** |
| **Learning Objectives:*** Understand how writers use vocabulary for precision and impact.
* Know how to choose words for impact, especially strong nouns and verbs.
 | **Learning Outcomes:*** Sort nouns and verbs from *Jaws* extract and explain the impact of these word choices.
* Write a description of a scene, concentrating on well-chosen nouns and verbs, and evaluate effects.
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| **Introduction:**Teacher:Ask students which parts of the description from 2.2, the extract from *Jaws*, they remember most clearly and share examples of memorable words and phrases. There are no right and wrong answers here: use discussion to gauge students’ understanding of how writers deliberately choose vocabulary for impact on the reader, their understanding of word classes and their fluency with word class terminology. Adapt use of *2.4 Nouns and Verbs in Jaws* in the light of this opening discussion. |
| **Development:**Teacher:Referring to *2.4,* explain that writers can often build effective descriptive detail through careful choice of nouns and verbs rather than by adding lots of adjectives. The lists of nouns and verbs are taken from the second and final paragraph of the extract from *Jaws* that students have already read. You could point out that these paragraphs show the opening situation/exposition and the climax/crisis in the narrative (see *2.3, Narrative Structure Chart*).Pairs/4s:Use the prompts on *2.4* to explore patterns and effects in the writer’s choice of nouns and verbs. One pair could look at nouns and the other at verbs, then share responses. Whole class:Brief feedback, focusing on how the writer has matched vocabulary choices to the writing purpose and intention i.e. to stress the shock and ferocity of the shark attack.Display slide 11 from *Images* Powerpoint (raging fire and tornado). Use one of the images to model the writing process: clarify the purpose and intention of the writing and, together, list nouns and verbs that will build effective descriptive detail. Using this vocabulary, jointly compose the start of a paragraph suitable as the opening/exposition or climax/crisis to a narrative. You can use *2.5 Vocabulary Grids* to support this process.Individuals:*Either:* Using the same image, and adding own vocabulary choices, complete the paragraph.*Or:* Using the other image, create own lists of nouns and verbs and use them to write one paragraph. |
| **Conclusion:**Read partner’s writing and provide feedback: how well does the writing match its intention? Which are the most effective word choices?  |
| **Support:** * Limit the focus to choice of powerful verbs. Model how to use them to build effective sentences matched to writing intention, followed by individual practice.
 | **Challenge:*** Explain precisely how the choice of vocabulary is matched to writing intention, using terminology where helpful.
* Use expanded noun and verb phrases, judging effects carefully.
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| **LESSON 3** |
| **Learning Objectives:*** Know how to build interesting detail in a simple sentence.
 | **Learning Outcomes:*** Write a detailed simple sentence in response to an image, and evaluate effects.
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| **Introduction:**Teacher:Ask: What is a sentence? Individual students could write their definitions on post-it notes and exchange in a group, or pairs/groups could agree an answer to share with the class. Do not get bogged down in explanations at this stage; use to gauge students’ understanding of sentence grammar and their fluency with terminology so that you can adjust teaching plans for the next few lessons accordingly.Explain that you will return to the same question in a later lesson, once students have practised building and manipulating sentence structures.Display title slide of *Sentence Building* PowerPoint and introduce the terms as a common language for describing sentence construction. Remind of names for word classes that students have used already in the scheme e.g. noun, verb, adjective and adverb and explain focus in this lesson is on using these key word classes to build interesting detail in a simple sentence that has only one verb. |
| **Development:**Whole class:Show slide 2. Invite speculation about the story suggested by the image, using the question prompts Who? What? Where? When? How? to discuss possible setting, character and events.Introduce the word grid on slide 2 which shows key words from the opening to a short story, *Faces* by Dennis Hamley. Together, use the grid to construct simple (one-clause) sentences and predict what the story might be about. Examples are provided on the slide notes (*2.6*). Show slide 3, the opening to the story and highlight the ‘work’ done by the key words in building detail about setting, character and events.Referring to the slide notes, use slides 4 and 5 to demonstrate how to build interesting detail in a simple sentence.Pairs/Individuals:Show slide 6, image and simple sentence game instructions. Individually or in pairs, students follow the instructions to transform the simple sentence on the slide into a more detailed and interesting one which will give the reader more information about setting, character and events.Encourage experimentation orally e.g. by changing word order, before students write their chosen final version. |
| **Conclusion:**Share examples of students’ detailed simple sentences e.g. written on post-it notes and displayed next to the image. Evaluate by asking: does the reader now have more information in answer to Who? What? Where? When? How? Encourage students to explain the changes they have made, referring to terminology where helpful.  |
| **Support:** * Limit demonstration and discussion to slides 4 and 5, providing more examples and practice to secure understanding.
 | **Challenge:*** In the simple sentence game, encourage students to be explicit about the choices and changes they make, using terminology to help.
* Link choices to writing intention and effect on the reader.
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