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| **Title of Scheme: Writing Fiction** | **WEEK 4** |
| **Key Learning:**  Students learn how to plan a complete short story in response to an image and choose one section of the narrative to write in detail. They use success criteria to consolidate their understanding of text, sentence and word features of adventure fiction and to evaluate the effectiveness of independent writing. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Understand success criteria for writing adventure fiction * Know how to plan a short story using an image to prompt ideas for setting, characters and events. | **Learning Outcomes:**   * Produce a draft plan for a short story. * Peer assess, referring to success criteria. |
| **Introduction:**  Whole class:  Using *4.1 Success Criteria* (or 4.2 *Designing Writing Prompts* if you prefer) ask students to reflect on their learning during the scheme and together clarify success criteria for the task.  Teacher:  Using *4.3 Planning a Narrative,* model for students how to use the success criteria to guide planning decisions. You can project this resource or provide a printed copy to guide students’ own planning. Use this as an opportunity to ‘think aloud’, explaining the planning process and writer’s intentions, as well as consolidating students’ understanding of narrative techniques.  For their own story plan, students can use a blank copy of this resource, or they can complete *2.3* *Narrative* *Structure Chart.* | |
| **Development:**  Whole class:  Using Images PowerPoint, show a selection from slides 12-22 and outline some possible ways they can be used as a stimulus for narrative. Alternatively, students can search for their own image, e.g. using the search term ‘adventure’ or the name of a particular sport or activity or setting.  Individuals:  Complete draft plan for a narrative based on chosen image. | |
| **Conclusion:**  Pairs/Groups:  Provide feedback on each other’s plans, referring to agreed success criteria.  Individuals:  Adjust planning in the light of feedback. | |
| **Support:**   * Select image for whole class use and draw up plans together, consolidating students’ understanding of narrative perspectives and techniques. | **Challenge:**   * Experiment with different narrative perspectives and techniques e.g. using dual narrative or flashback. * Use success criteria to provide detailed feedback on partner’s plan. |

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| **LESSON 2** | |
| **Learning Objectives:**   * Be able to use success criteria to plan, write and evaluate own fiction text. | **Learning Outcomes:**   * Produce a section of own short story. * Self and/or peer assess, referring to success criteria. |
| **Introduction:**  Whole class:  Check understanding of task and success criteria. The intention is for students to choose one section of their story to craft in detail, e.g. the opening or crisis. If they are writing the whole story, clarify word/paragraph limit. | |
| **Development:**  Individuals:  Draft episode/section of story, referring to plan and success criteria. | |
| **Conclusion:**  Pairs/Groups**:**  Provide feedback on each other’s drafts, referring to success criteria.  Individuals:  Revise writing in light of feedback. | |
| **Support**:   * Limit success criteria and support students’ understanding through guided work with individuals/groups. | **Challenge:**   * Experiment with narrative perspectives and techniques. * Explain writing intentions and effects in detail, using terminology to help. |
| **LESSON 3** | |
| **Learning Objectives:**   * Be able to use success criteria to plan, write and evaluate own fiction text. | **Learning Outcomes:**   * Produce a section of own short story. * Self and/or peer assess, referring to success criteria. |
| **Introduction/Development:**  Individuals:  Students complete their story or episode/section of it. | |
| **Conclusion:**  Exchange story episodes and evaluate, referring to success criteria.  Extension:  Students make an audio recording of their stories for another Y8 class to listen to. | |
| **Support**:   * Limit success criteria and support students’ understanding through guided work with individuals/groups. | **Challenge:**   * Experiment with narrative perspectives and techniques. * Explain writing intentions and effects in detail, using terminology to help. |