

## Lesson Plan 5

### Creating a beginning

#### Learning Objectives

To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

To re-read what they have written to check that it makes sense.

To plan or say out loud what they are going to write about.

To write down ideas and/or key words, including new vocabulary.

To encapsulate what they want to say, sentence by sentence.

To join words and clauses using "and"

To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

#### Learning Outcomes

Can use imagination to discuss and plan ideas.

Can record ideas using a range of sentence openers and vocabulary.

Can plan a beginning.

Can retell their beginning.

Can use the plan to write a beginning with structure and punctuated sentences.

#### Resources

Mighty Writer mat with relevant toolbars. Mighty Writer plans (differentiated)

### Shared Reading/Writing

Read a selection of different story beginnings to the children (these may be related to a current topic or theme) Talk to them about how stories differ in the way they start and the reasons for this.

Explain you are going to work with them on creating the beginning of a story. Remind them that characters, setting and mood are introduced at the beginning and this builds up to lead into the middle of the story. The number of green sentence mats used and the language style chosen for the beginning will be reflective of the year group and ability of children.

Discuss together the main content of the story, the main characters and the setting. Use talking partners to suggest possible opening sentences and the action taking place at the beginning of the story. Talk to children about how word choice affects the impact created on the reader at the beginning e.g. Once (traditional tale), Suddenly (dramatic), Although (explanation). Begin to select images and symbols to organise these ideas onto the green sentence mats. Encourage children to check each sentence makes sense by re reading once each one is completed. Discuss any improvements needed and make changes.

Questions may include;

Can we describe the setting?

Could we use a different adjective to describe the main character?

What conjunction could we use to extend this sentence?

How can we start the next sentence?

Once completed reread the beginning altogether. Talk about the effect it has on the reader and how effective it is. Discuss whether any further changes are needed.

### Shared Sentence/ Word work

Focus on particular descriptive phrases used to describe character, setting or action. Work with children to think of descriptive phrases and why some are more effective than others. Look at one of the sentences and experiment with how it can be changed around to create different effects.

### Guided Group Tasks

Work with the children on the creation of another story beginning. Discuss and use their ideas to plan it out on the large Mighty Writer mat, working as you did in the whole class session. Children can then record this on their own Mighty Writer plans.

### Independent Activities

Children work in pairs or individually to plan the beginning of their story using the Mighty Writer plans to record their ideas.

### Extension activities

The number of sentences children include in the beginning of their story will be dependent on ability.

### Plenary

Children take it in turns to read out the beginnings of their stories from their plans. Discuss children's ideas and word choices.

### Assessment opportunities

Through discussion, observation and looking at children's own Mighty Writer plans do children...

Say what they want to write about?

Discuss ideas?

Use interesting vocabulary?

Connect sentences and clauses using a variety of sentence openers and connectives?

Retell the beginning?

Write with increasing awareness of punctuation, sentence structure and creative content?