

## Lesson Plan 6

### Creating a middle

#### 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 middle.

Can retell their middle.

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

#### Resources

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

### Shared Reading/Writing

Remind children that the middle of the story is usually where the action happens. The development of the middle of the story may link to the previous lesson on creating a beginning or this lesson may stand alone. Read a selection of different story 'middles' to the children (these may be related to a current topic or theme) Talk to them about how stories differ in the way the action is portrayed and the reasons for this.

Explain you are going to work with them on creating the middle of a story. Remind them that word choice is important in creating tension and developing mood. The number of sentence mats used and the language style chosen for the middle of the story will be reflective of the year group and ability of children.

Discuss together the main content of the middle including the action, setting and characters. Use talking partners so children work together to think of possible ideas for the content, how this leads on from the beginning and how these ideas can be put into sentences. Begin to select words, images and symbols to place on the orange sentence mat in discussion with the children. Talk to children about how word choice affects the impact created on the reader. 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;

What word could we use to start the middle of the story?

How can we create more excitement in this sentence?

How can we make this sound more mysterious?

What conjunction could we use to extend this sentence?

Once completed, reread the middle 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 middle. 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 middle of their story using the Mighty Writer plans to record their ideas.

### Extension activities

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

### Plenary

Children take it in turns to read out the middle 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 middle?