

Week 3 lesson plans

Expected outcomes

- All children make notes for story ideas.
- Most children use ideas to write accurate sentences in the past tense.
- Some children can improve their story with varying sentences and adding noun phrases.

Curriculum objectives

- To plan or say out loud what they are going to write about.
- To write ideas and/or key words, including new vocabulary.

Resources

Photocopiable pages 73 'Fairy-tale settings', 74 'Fairy-tale events' and 75 'Fairy-tale characters' – each page cut up into cards and placed in a different hat and a further copy for each pair of children

This week the children write their own fairy tale using the characters, settings and events that they've encountered in stories so far. By using known elements, the children can focus their energy on the writing process: making notes, writing sentences, including adjectives and noun phrases, writing a first draft and proofreading to check for tense, spelling, grammar and punctuation. After a first draft they look to see where adding exclamations or questions could add interest to the story. The children are encouraged to read aloud their final version.

I: Muddled fairy tales

Introduction

- Sit in a circle and create a traditional tale one word at a time, going round the room. Allow the first four children to start *Once upon a time...* but remind the others of the world that this story takes place in.

Whole-class work

- Ask a child to come to the front and pick two cards from each of the hats. Show the children each card and ask them to tell you if the card shows a plot event, a setting or a character. Ask the children to discuss which story the card could come from, discussing different opinions if they arise.
- Explain that you are now going to create a new fairy tale combining these different elements. Ask for different suggestions from the class and encourage the children to weigh up the merits each. Allow time for the children to come up with a range of crazy plot twists to accommodate the cluster of elements.
- Remind the children of the work done last week in thinking of reasons for characters to move from one setting to another.
- Orally tell the story, modelling the thought process and adapting the ideas as you go along.
- Make notes to record the key elements of your story, using noun phrases where useful. You will need to keep these for the next lesson.

Paired work

- Give each pair of children the photocopiable pages 73 'Fairy-tale settings', 74 'Fairy-tale events' and 75 'Fairy-tale characters' and ask them to cut out the different elements and muddle them up in three piles. Ask the children to choose two cards from each pile and then place them in front of them, tidying away the rest of the cards.
- The children should spend the next few minutes silently thinking of a plot that combines the elements, before sharing their thoughts with their partner.
- Tell the children to discuss the different ideas, building on each other's thoughts – remembering to listen to each other.
- Allow them to swap (without looking for what they get in return) one of the cards if the story becomes unworkable.

Independent work

- Tell the children to go through their story one more time in their head. Remind them to think of a reason for the move from one setting to another. Encourage them to keep the story simple.
- When the children are sure in their heads about their story, ask them to write brief notes about the plot – under the headings *Beginning*, *Middle* and *End* if helpful. Tell them to note down two or three noun phrases to describe the settings or characters.

Review

- Share the children's notes, ensuring that the plans make sense and are manageable.